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ABSTRACT

Forty-seven performance-based instructional modules on six major topics are provided for the home economics content area of clothing and textiles. The six topics are (1) planning basics (psychological, physical, social, and behavioral aspects of clothing; elements of design; principles of design; and style and fashion in clothing), (2) buyership and clothing care (buyership, clothing labeling, clothing care, and maintaining accessories), (3) preparation for sewing (stitching by hand; machine operation; stitching by machine; selection of commercial patterns, fabric, and notions; use of a commercial pattern; and fitting a garment), (4) construction (unit construction; making darts; making tucks and pleats; seams; seam finishes; pockets; lapped zippers; centered/separated/invisible zippers; facings and interfacings; waistbands and casings; fasteners; buttonholes and buttons; collar application; ruffles and trim; inserting sleeves; sleeve packet and cuffs; linings, underlinings, interlinings; and hemming), (5) repair/alterations (mending, repairing fasteners, decorating clothing, fitting alterations, hemming alterations, seam alterations, sleeve alterations, facing alterations, and dart alterations), and (6) supplemental modules (making a skirt, making slacks, making a blouse/shirt, making a dress, making a jumpsuit, and making a jacket/coat). Each module consists of an introduction, a performance objective, learning activities, a student self-check and answer key, and an evaluator's final checklist. (MN)

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ED233186

CLOTHING AND TEXTILE

STUDENT MODULES

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CE 036 674

Home Economics Education
Program Planning and Development Section
Office of Vocational Education
South Carolina Department of Education

1983

SOUTH CAROLINA DEPARTMENT OF EDUCATION

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PHILOSOPHY OF HOME ECONOMICS EDUCATION

In this ever-changing world with its constant development of knowledge concerning people and things, we are aware of a definite need for a continuously developing curriculum.

As our society changes the family is the basic unit that functions to meet the needs of its members, in order to produce healthy personalities and to prepare individuals for a meaningful existence in society. Changes require vision and intelligence to assist individuals in meeting changes. Some aspects of home-making taught at the secondary levels are felt necessary for everyone, including boys and girls.

Human relations and management are the two concepts that direct our teaching. The commonalities of the subject matter areas are the tools used to implement the concepts of human relations and management.

We believe that competencies fundamental to family living are:*

- establish values which give meaning to personal, family, and community living; select goals appropriate to those values.
- create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle.
- achieve good interpersonal relationships within the home and within the community.
- nuture the young and foster their physical, mental and social growth and development.
- make and carry out intelligent decisions regarding the use of personal, family, and community resources.
- establish long-range goals for financial security and work toward their achievement.
- plan consumption of goods and services--including food, clothing, and housing--in ways that will promote values and goals established by the family.
- purchase consumer goods and services appropriate to an over-all consumption plan and wise use of economic resources.
- perform the tasks of maintaining a home in such a way that they contribute effectively to furthering individual and family goals.

- enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure.

- take an intelligent part in legislative and social action programs which directly affect the welfare of individuals and families.

- develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living.

We believe the home economics teacher should:

- understand herself

- know home economics subject matter and skills

- be creative, enthusiastic, and growing professionally

- provide opportunities for optimum development of students

- base the program on the needs and concerns of the students, school, and community by pupil-teacher-parent planning

- direct students into self-governed thoughts and actions

- include evaluation as a intrinsic part and a continuous process in the total growth of the individual

* Committee on Philosophy and Objectives of Home Economics, "Home Economics New Directions," American Home Economics Association, 1959.

INTRODUCTION

In 1979, South Carolina began participating in a joint curriculum development effort with the states of Kentucky, Maryland and West Virginia. The purpose of the four state consortium was to develop performance-based instructional modules and instructors' guides in the home economics content areas of clothing and textiles, foods and nutrition, housing and home furnishings, management and family economics, and human development. The modules were based on tasks identified in the HOMEMAKER V-TECS catalogs.

Each state assumed the responsibility of developing modules for one or two content areas. Agreement was reached on the format and style of the modules. All materials developed were shared and field tested in all four states.

Eighty home economics teachers participated in the field test conducted in South Carolina. Workshops were conducted for the teachers to introduce the materials and review performance-based instructional strategies. Each teacher developed a curriculum/management plan and began using the modules within regular programs. The materials were tested for one semester under conditions found in the average classroom. Both teachers and students evaluated all modules.

Field test results compiled by each state were shared within the consortium. Teacher and student data were utilized as the basis for revising and improving the modules.

Each CLOTHING AND TEXTILE module is composed of an introduction for the student, a performance objective, a variety of learning activities, content information, a student self-check, recommended references, and an evaluator's final check list. The instructors' guide contains a listing of modules with suggested levels and courses for teaching, additional learning experiences, lists of supplemental resources and references, needed supplies, tools and equipment, and keys to student tests.

The modules are written so that they may be used effectively for various modes of instruction (i.e., individualized, small group, entire class, etc.). Teachers are encouraged to incorporate the modules into lesson plans and student activities as appropriate. The modules are not intended as a total replacement for other instructional strategies and/or resources. Rather, they are provided as a means of facilitating and enhancing performance-based instruction within home economics classrooms.

The following clarification of terms will help the teacher to achieve optimal use of performance-based curriculum materials:

Competency

A skill, either cognitive, affective, or psychomotor, which is required in life or in a vocation and which the student is expected to master and demonstrate at the completion of the educational program.

Performance-Objective

A statement which gives direction to learning by communicating the intent or purpose of the learning--a statement of what the learner is able to do when he/she has successfully completed a learning experience.

In developing a course of instruction, performance objectives can be used in at least four major ways. First, stated objectives can help identify exactly what should be taught and force teachers to make decisions which should clearly define the goals of instruction.

Second, objectives aid in sequencing content within the course, and helps the teacher select appropriate instructional techniques and materials. Third, stated objectives simplify the development of those measures that will determine the student's ability to perform tasks. The criteria for making judgments about the performance levels of students is determined prior to actual instruction. Finally, after a program (or course) has been developed and used in the classroom, the objectives provide a means of evaluating the success of that program.

A performance objective must contain the following:

1. Identification of the terminal performance which the teacher attempts to produce. (Terminal performance refers to the behavior the student is to be able to demonstrate at the conclusion of a learning experience.)

2. Description of the important conditions under which the behavior is expected to occur. (Conditions refer to any and all limits or circumstances under which the student will perform.)

3. Identification of a standard, criteria, or level of acceptance. (Level of acceptance refers to how well the student must perform the task/behavior in order to classified as having achieved mastery.)

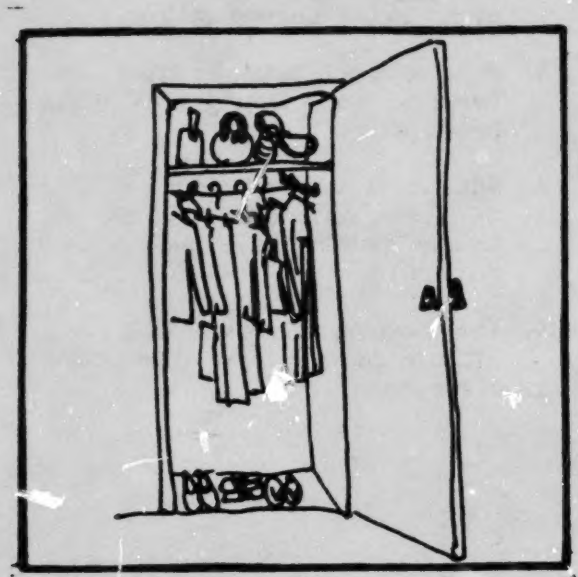
Learning Experiences

A series of activities designed to assist the student master specific knowledge and skills. Because PBVE is student centered, all learning experiences are written in terms of what the student should do. Student learning experiences dictate the teacher preparation and teacher activities which are necessary.

The Clothing and Textile Student Modules have been designed to promote an effective PBVE program. It is hoped that teachers will use this resource to expand performance-based instruction within Home Economics Education.

CLOTHING AND TEXTILES

PSYCHOLOGICAL, PHYSICAL, SOCIAL, AND BEHAVIORAL ASPECTS OF CLOTHING



INTRODUCTION

The psychological, physical, social, and behavioral aspects of clothing are why, where, and when we wear clothes. Wearing a raincoat and boots in the rain is an example of choosing clothes for your comfort and protection. A reason for choosing a certain type of clothing is to be accepted by your group of friends. In this module, you will learn the influences of clothing choices.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to identify with 80% accuracy, those factors which influence the psychological, physical, social and behavioral aspects of clothing.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PSYCHOLOGICAL, PHYSICAL, SOCIAL, AND BEHAVIORAL ASPECTS OF CLOTHING.

LEARNING ACTIVITIES

1. READ and STUDY about why, where, and when we wear clothing in a reference provided by your instructor,

   and/or _____.

2. MAKE a list of at least ten reasons why clothes are worn,

   and/or _____.

3. DEFINE the following terms as they apply to clothing selection: psychological, physical, social, behavioral,

   and/or _____.

4. VIEW a filmstrip and/or transparencies about why people wear clothes,

   and/or _____.

5. COMPLETE Student Self-Check, PSYCHOLOGICAL, PHYSICAL, SOCIAL, AND BEHAVIORAL ASPECTS OF CLOTHING, p. 2.

6. CREATE a poster to illustrate the various functions of clothing,

   and/or _____.

7. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

PSYCHOLOGICAL, PHYSICAL, SOCIAL, AND BEHAVIORAL ASPECTS OF CLOTHING

Directions: On a sheet of paper, write down the numbers of the statements below which are true in relation to why we wear clothes. Check your answers against those provided on p. 3.

1. Clothes are worn mainly for adornment.
2. Status of clothing depends highly on what social class a person is in.
3. Clothing is a means of identifying yourself.
4. Conformity in clothing is the same as a fad.
5. Protection is of little importance when considering clothing.
6. Modesty is wearing clothing that conforms to the standards and morals of society.
7. Modern technology has had little effect on our clothing choices.
8. A person's occupation is often identified by the clothing or uniform he/she wears.
9. With more women working outside the home, differences in male and female clothing have become less distinctive.
10. The clothing a person wears has little to do with what others think of him/her.

Student Self-Check

ANSWERS
PSYCHOLOGICAL, SOCIAL, AND
BEHAVIORAL ASPECTS OF CLOTHING

True statements

2, 3, 4, 6, 8, 9

Evaluator's Final Checklist

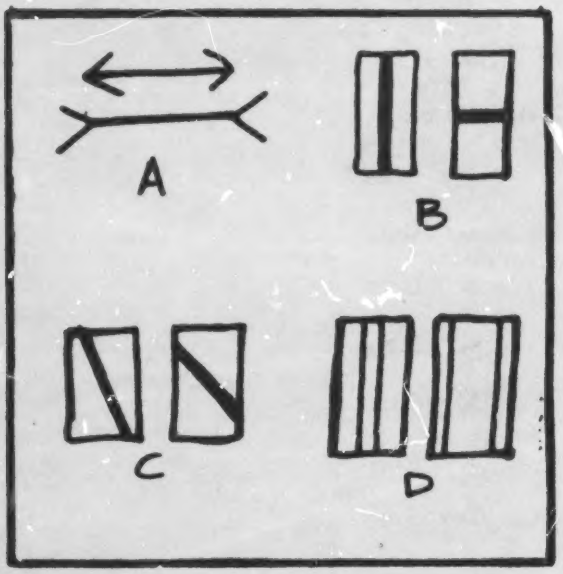
PSYCHOLOGICAL, PHYSICAL, SOCIAL, AND BEHAVIORAL ASPECTS OF CLOTHING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the check-out activity sheet with 80% accuracy.	( )	( )	( )

CLOTHING AND TEXTILES

ELEMENTS OF DESIGN



INTRODUCTION

The elements of design (color, line, and texture) make it possible for you to choose or make clothes that look well on you. In this module, you will learn to identify the optical illusions that the elements create in clothing.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to complete a test, with 80% accuracy, about the rules for using the elements of design (color, line, and texture) in clothing selection and appearance.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, ELEMENTS OF DESIGN.

LEARNING ACTIVITIES

1. READ and STUDY about the elements of design in a reference provided by your instructor,

   and/or _____.

2. COMPLETE Student Information, OPTICAL ILLUSIONS WORKSHEET, p. 2,

   and/or _____.

3. MAKE a color wheel using Student Information, THE COLOR WHEEL, p. 3,

   and/or _____.

4. COMPLETE Student information, COLOR WORKSHEET, p. 4,

   and/or _____.

5. VIEW a film strip and/or transparencies about figure flattery through optical illusion,

   and/or _____.

6. FIND pictures of garments that illustrate three kinds of color harmonies and examples of vertical, horizontal, and diagonal lines,

   and/or _____.

7. COLLECT and LABEL six samples of different textured fabrics as listed on Student information, OPTICAL ILLUSIONS WORKSHEET, p. 2,

   and/or _____.

8. COMPLETE Student Self-Check, ELEMENTS OF DESIGN, p. 5.

9. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

OPTICAL ILLUSIONS WORKSHET

Directions: On a separate sheet of paper, tell what optical illusion is usually created by each of the following fashion characteristics.

A. Lines
   1. |
   2. ⟋
   3. —
   4. Y
   5. ↑
   6. /

B. Colors
   1. Bright
   2. Dull
   3. Dark
   4. Light
   5. Cool
   6. Warm

C. Textures
   1. Rough
   2. Smooth
   3. Bulky
   4. Shiny
   5. Soft

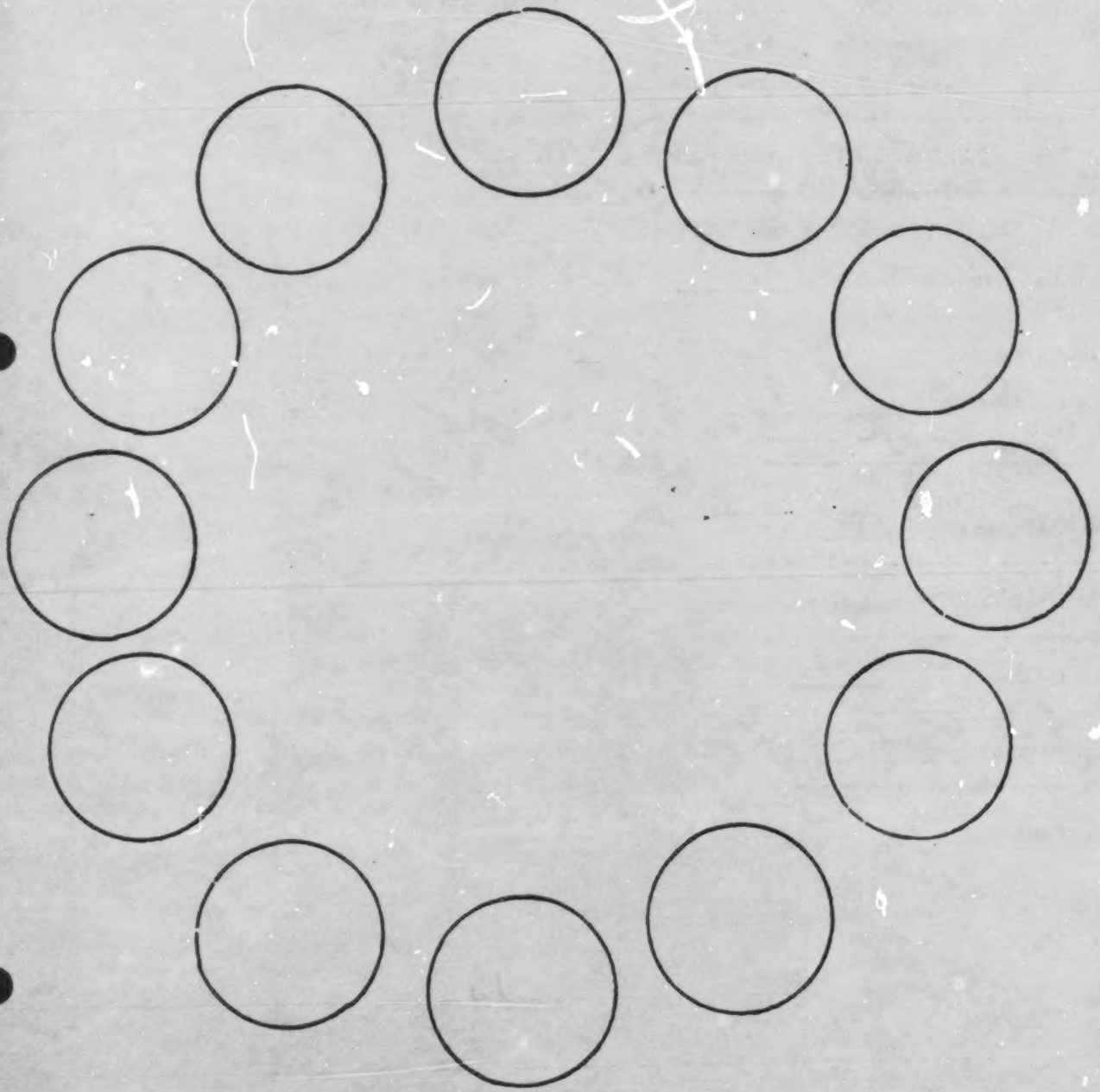
D. Patterns
   1. Large prints
   2. Small prints
   3. Stripes
   4. Plaids

Student Information

THE COLOR WHEEL

Make a color wheel, using the paints provided.

Identify primary colors by joining them with a solid _____ line and secondary colors with a broken ---- line. The remaining colors are known as intermediate colors.



Student Information

COLOR WORKSHEET

Directions: Complete the following statements concerning color. Write your answers in the spaces provided.

The Color Wheel

1. Another name for COLOR is _____.
2. The PRIMARY colors are _____, _____, and _____.
3. The SECONDARY colors are _____, _____, and _____.
4. The INTERMEDIATE colors are _____, _____, and _____.
5. A NEUTRAL color is one which _____.
   Two examples would be _____ and _____.

Color Equations

A TINT = a color + _____.
An example is: _____ + _____ = _____.

A SHADE = a color + _____
An example is: _____ + _____ = _____.

The INTENSITY of a color = _____.

WARM colors = _____, _____, _____.

COOL colors = _____, _____, _____.

Fill in the following information about your coloring.

My eyes are _____.
My hair is _____.

Check one. My skin color is:
_____ black
_____ yellow
_____ red
_____ white
_____ brown

My skin tone is:
_____ warm
_____ cool

Student Self-Check

ELEMENTS OF DESIGN

Directions: On a separate sheet of paper, write the letter of the best answer for the following statements. Check your answers against those provided on p. 6.

Part I

1. If you suddenly gained weight which fabric texture would help to camouflage this problem?

   a. heavy weight
   b. light weight
   c. medium weight

2. What body type looks best wearing a "clingy" fabric?

   a. full figure
   b. slim figure
   c. average figure

3. A large print fabric makes your body appear

   a. heavier
   b. the same
   c. thinner

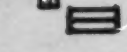
4. A plaid seersucker fabric would be appropriate for

   a. overweight
   b. underweight

5. A heavy person would wear fabric that is a

   a. soft fabric
   b. bulky fabric
   c. clingy fabric

6. Which one would not make you look taller?

   a.
   b.
   c.
   d. 

7. Which one would not make you look heavier?

   a.
   b.
   c.
   d.

8. What type of line does a belt form?

   a. horizontal line
   b. diagonal line
   c. vertical line

9. The three primary colors are

   a. red, white, blue
   b. black, white, gray
   c. red, yellow, blue

10. Orange, purple and green are commonly called

    a. primary colors
    b. tertiary colors
    c. secondary colors

Part II Color Harmonies

Explain how each of these color harmonies is produced.

1. Monochromatic
2. Adjacent
3. Complementary
4. Split-complementary
5. Triad
6. Accented neutral

Student Self-Check

ANSWERS
ELEMENTS OF DESIGN

Part I

1. b
2. c
3. a
4. b
5. c
6. d
7. b
8. a
9. c
10. c

Part II

1. Shades and tones of one hue
2. Hues next to each other on the color wheel
3. Hues opposite each other on the color wheel
4. Hues that form the shape of "Y" of the color wheel
5. Hues that form a triangle on the color wheel
6. One hue combines with a majority of neutral color

Evaluator's Final Checklist

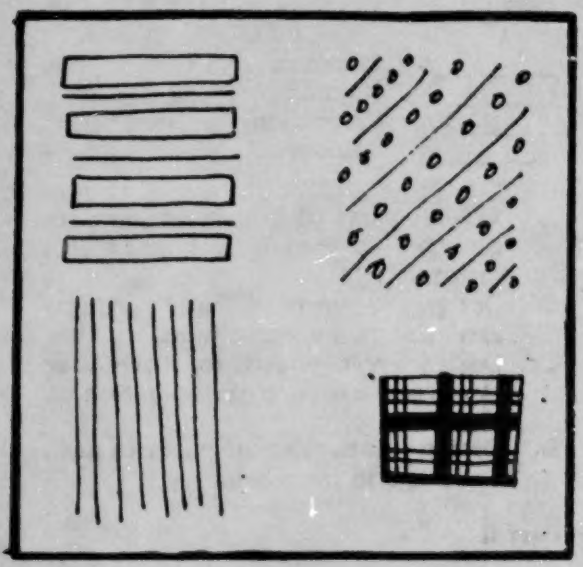
ELEMENTS OF DESIGN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet.	( )	( )	( )

CLOTHING AND TEXTILES

PRINCIPLES OF DESIGN



INTRODUCTION

The principles of design (balance, proportion, emphasis, rhythm) make it possible for you to choose or make clothes that look well on you. In this module you will learn to identify and use these factors in clothing.

Before you start to work on this module, be sure you have completed Module CT-2 ELEMENTS OF DESIGN.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to complete a written exercise, with 80% accuracy, identifying the principles of design (balance, proportion, emphasis, and rhythm) in clothing.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PRINCIPLES OF DESIGN.

LEARNING ACTIVITIES

1. READ and STUDY about principles of design in a reference provided by your instructor,

   and/or _____.

2. COMPLETE Student Information, PRINCIPLES OF DESIGN WORKSHEET, p. 2,

   and/or _____.

3. VIEW a filmstrip on the principles of design in clothing,

   and/or _____.

4. FIND one magazine picture of a garment which illustrates each item on the Student Information, PRINCIPLES OF DESIGN WORKSHEET, p. 2,

   and/or _____.

5. COMPLETE Student Self-Check, PRINCIPLES OF DESIGN, p. 3.

6. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

PRINCIPLES OF DESIGN WORKSHEET

Directions: On a separate sheet of paper tell what effect is created by each of the Principles of Design listed below. Find an example of each in a magazine.

A. Balance

   1. formal balance

   2. informal balance

B. Proportion

   1. body proportion

   2. scale

C. Emphasis

   1. dominate

   2. contrast

D. Rhythm

   1. repetition

   2. progression

Student Self-Check

PRINCIPLES OF DESIGN

Directions: On a separate sheet of paper match the following Principles of Design with the correct meaning of the terms. Place the correct letter in the blanks below. Check your answers against those provided on p. 3.

Part I

_____1. Emphasis
_____2. Rhythm
_____3. Proportion
_____4. Balance

A. Various parts of a design have been arranged so that a feeling of rest results.
B. Design element that attracts attention to a certain point.
C. Design arrangement to move your eye from one part of the fabric to the other.
D. Design relationship of parts to each other and to the whole.

Part II

Answer the following questions with the best answer.

5. Name 2 types of balance and identify each.

6. What is repetition and progression?

7. What is scale in design?

8. What is contrast in design?

Student Self-Check

ANSWERS
PRINCIPLES OF DESIGN

1. B
2. C
3. D
4. A
5. Formal - Informal
6. Repetition is repeating lines and patterns in a design. Progression is a series of similar designs arranged from small to large or large to small.
7. Scale is the relationship of the size of one thing to another.
8. Contrast is the use of unusual shapes, textures, and colors.

Evaluator's Final Checklist

PRINCIPLES OF DESIGN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE

The student defined the following principles of design and gave an illustration of how each is used in fashion with 80% accuracy.

A. Formal balance
B. Informal balance
C. Proportion
D. Scale
E. Emphasis
F. Repetition
G. Harmony
H. Rhythm
I. Contrast
J. Progression

CLOTHING AND TEXTILES

STYLE AND FASHION IN CLOTHING

INTRODUCTION

Styles and fashions differ very much from country to country. Exploration and settlement of new lands, war, new inventions, and discoveries in new technology influence style and fasions. In this module you will learn how these events relate to the styles and fashion change from ancient to present times.

Before you start to work on this module, be sure you have completed Module CT-1 PSYCHOLOGICAL, PHYSICAL, SOCIAL, AND BEHAVIORAL ASPECTS OF CLOTHING.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to plan and carry out a presentation of the fashions worn during a particular period of history.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, STYLE AND FASHION IN CLOTHING.

LEARNING ACTIVITIES

1. READ and STUDY about fashion trends and cycles in a reference provided by your instructor,

   and/or _____.

2. VIEW filmstrips about periods of fashion throughout history,

   and/or _____.

3. COMPLETE Student Information, HISTORY OF FASHION WORKSHEET, p. 2,

   and/or _____.

4. COLLECT magazine pictures of current fashions and RELATE them to fashions of the past,

   and/or _____.

5. COMPLETE Student Self-Check, THE FASHION CYCLE, p. 2.

6. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

HISTORY OF FASHION WORKSHEET

Directions: On a separate piece of paper, list the following periods in history and write a brief description of the fashions current to each era.

Ancient Egypt
Greek: 700 B.C. - 53 B.C.
Roman: 53 B.C. -476 A.D.
The Middle Ages: 476 - 1500
The Renaissance: 16th Century
French Costume: 1700's
American Colonial: 1620 - 1700
American Costume: 1700 - 1800
American Costume: 1800 - 1900
- Civil War period
- Gay Nineties

American Costume: 1900 - present
- World War I era
- The Flapper
- World War II era
- The New Look
- The 1950's
- The 1960's
- The 1970's

Student Self-Check

THE FASHION CYCLE

Directions: On a separate piece of paper, write the word or words that best complete the following statements. Check your answers against those provided on p. 3.

1. _____ is the distinctive manner in which the current mode of dress is expressed.

2. _____ is a particular style of dress that prevails at any one time.

3. A _____ _____ is a fashion detail which comes into sudden popularity and is popular for a relatively short time.

4. The _____ is a term used to describe the basic shape of a particular fashion.

5. _____ _____ is a term used to describe very expensive and often extreme designer fashions.

6. A _____ is a person who creates new fashions for women and men.

7. A fashion _____ is the general direction in which the style of dress may be going.

8. The fashion _____ refers to the rise, peak, and decline of clothing styles.

9. Mass-produced goods, clothing being only one, are the result of the technological developments of the _____ Revolution.

10. Clothes which are mass produced and readily available to all people are referred to as _____.

Student Self-Check

ANSWERS
THE FASHION CYCLE

1. Style
2. Fashion
3. fad
4. silhouette
5. Haute couture
6. designer or couturier
7. trend
8. cycle
9. Industrial
10. ready-to-wear

Evaluator's Final Checklist

STYLE AND FASHION IN CLOTHING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When presenting the fashions worn during the selected period of history the student:			
A. Chose fashions which accurately represented the period.	( )	( )	( )
B. Planned and designed an artistic and attractive presentation of the fashions.	( )	( )	( )
C. Presented a comprehensive report of the current styles of the period.	( )	( )	( )

CLOTHING AND TEXTILES

BUYERSHIP

INTRODUCTION

Think about the last time you bought clothes. Did you compare garments to find one that met your needs and fit your body as well as your budget? In this module you will learn how to buy clothing which will give you long-term satisfaction.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to describe a garment you might purchase in the future and list the points you should consider when shopping for this item.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, BUYERSHIP.

LEARNING ACTIVITIES

1. READ and STUDY about clothing buyership in a reference provided by your instructor,

   and/or _____.

2. INTERVIEW three of your friends or family members concerning their clothing buying habits. SHARE what you find out with at least two classmates,

   and/or _____.

3. LIST three items of clothing that you own but do not wear and GIVE the reasons

   and/or _____.

4. BRING to class an article of clothing which was a satisfactory purchase and one that was an unsatisfactory purchase. SHARE your experiences in a class discussion,

   and/or _____.

5. PARTICIPATE in a discussion on various shopping practices such as impulse buying, shopping at sales, choosing "seconds", advertising,

   and/or _____.

6. COMPLETE Student Self-Check, CLUES FOR BUYING CLOTHES, p. 2.

7. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

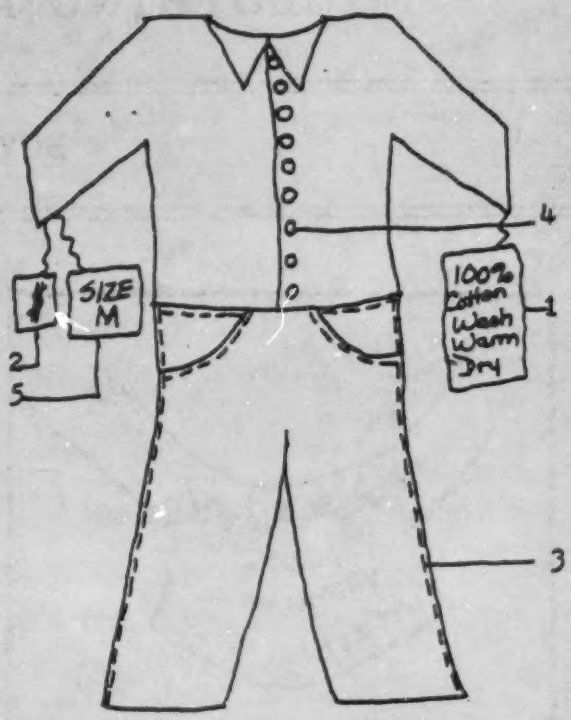
8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

CLUES FOR BUYING CLOTHING

Directions: Write your answers on a separate sheet of paper. Check your answers against those provided on p. 3.

Part I
Each of the lines points to something you should consider about this garment before you purchase it. Describe the factor to consider in each case.



1.

2.

3.

4.

5.

Part II
List other factors you should consider when making a clothing purchase.

1.
2.
3.
4.
5.

Student Self-Check

ANSWERS
CLUES FOR BUYING CLOTHES

Part I

1. Care requirements
2. Cost
3. Stitching quality
4. Buttons sewn securely
5. Fit and comfort

Part II

Answers may be in any order.

1. Type of store
2. Method of payment
3. Appropriate for activity
4. Durability and quality of construction
5. Appearance and style

Other answers are acceptable at the instructor's discretion.

Evaluator's Final Checklist

BUYERSHIP

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE

The student described a garment which might be purchased in the future.

When listing the points one should consider when making clothing purchases, the student identified 80% of factors to be considered.

A.	Read care labels carefully.	( )		( )		( )
B.	Checked garment for good construction.	( )		( )		( )
C.	Selected colors and fabrics which go with your wardrobe.	( )		( )		( )
D.	Selected a style that is becoming to body type, personality, and lifestyle.	( )		( )		( )
E.	Made sure garment fits well.	( )		( )		( )
F.	Chose garment in an affordable price range.	( )		( )		( )
G.	Shopped in a reliable store.	( )		( )		( )
H.	Avoided sale gimmicks and false bargains.	( )		( )		( )

Other answers may be considered at the instructor's discretion.

CLOTHING AND TEXTILES

CLOTHING LABELING

INTRODUCTION

The Federal Trade Commission Trade Regulation, entitled Care Labeling of Textile Wearing Apparel, has been in effect since July, 1972. This rule requires that most apparel items have care labels permanently attached. These labels must remain legible for the reasonable life of the garment. In this module you will learn to read, understand, and duplicate a care label for a specific type fiber and garment.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to make an original hang tag which includes all the necessary consumer awareness information and prepare a display for consumer awareness.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CLOTHING LABELING.

LEARNING ACTIVITIES

1. READ about labels and hang tags for clothing in a reference provided by your instructor,

   and/or _____.

2. DISCUSS the difference between hang tags and care labels and the information required on each,

   and/or _____.

3. READ clothing care in a reference provided by your instructor,

   and/or _____.

4. PLACE hang tags and labels from clothing under proper headings: "Machine Wash", "Hand Wash", or "Dry Clean Only", on a bulletin board or large sheet of construction paper,

   and/or _____.

5. READ and DISCUSS the factors which determine care for specific garments in a reference provided by your instructor,

   and/or _____.

6. PREPARE a hang tag by drawing one on a sheet of paper and listing the following information on the tag: (1) fiber content, (2) special finish, (3) acceptable cleaning methods, (4) water temperature, (5) soaps or detergents, (6) ironing temperatures, (7) company name and address, (8) guarantee,

   and/or _____.

7. COMPLETE Student Self-Check, CARE LABELS, p. 2.

8. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

9. ARRANGE with your instructor to complete the module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

CARE LABELS

Directions: On a separate sheet of paper construct a chart listing the words below under a heading "Care Label Directions." Across from each word, describe the cleaning method intended by the terms under the heading "It Means." Check your answers against those provided on p. 3.

Care Label Directions **It Means**

1. No bleach
2. Wash separately
3. Delicate (gentle) cycle
4. Machine wash
5. Dry clean only
6. Drip dry
7. Line dry
8. Hand wash
9. Permanent press
10. Dry flat

Student Self-Check

ANSWERS
CARE LABELS

1. No type of bleach
2. Alone or like colors
3. Appropriate maching setting or by hand
4. By any cycle on machine — wash and bleach
5. Commercial or self-service dry clean
6. Hang wet — do not wring — may hand shape
7. Hand damp not dripping
8. Lukewarm water — only by hand
9. Warm wash, cold rinse, short spin cycle
10. Lay garment on flat surface

Evaluator's Final Checklist

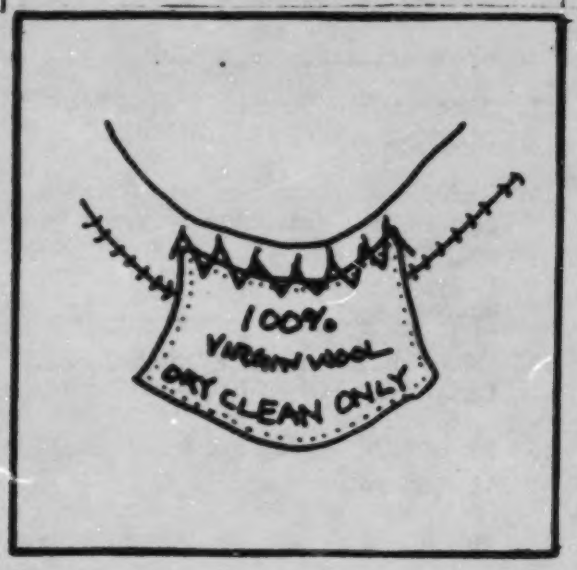
CLOTHING LABELING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When considering clothing labeling the student:			
A. Completed an original hang tag which includes all the necessary consumer awareness information.	( )	( )	( )
B. Prepared a display of hang tags and labels for consumer awareness.	( )	( )	( )

CLOTHING AND TEXTILES

CLOTHING CARE



INTRODUCTION

Clothing requires special care to keep it clean and wearable. It is necessary to know the fiber content and the specific care facts associated with each garment that you wear. Clothes should be stored properly to add to the life of the garment and prevent unnecessary laundry, cleaning, and repair. In this module you will learn to associate fiber content and care instructions with the cleaning, pressing, and storage of the garment.

Before you start work on this module, be sure you have completed Module CT-6 CLOTHING LABELING.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to sort clothing, select laundry procedures, and stain removal procedures, iron, press, and store clothes.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CLOTHING CARE.

LEARNING ACTIVITIES

1. UNTWIST and OBSERVE a variety of fibers from a selection of threads and yarns,

   and/or _____.

2. TWIST fibers into yarn or thread and WEAVE thread into fabric if spinning and weaving equipment are available,

   and/or _____.

3. COMPLETE Student Self-Check, FIBER FACTS, p. 3.

4. LOCATE and INTERPRET care label instructions and SORT garments donated by class members into the following groups: (1) hand wash, (2) machine wash, (2a) regular, (2b) gentle, (2c) darks, (2d) colors, (2e) whites, (3) dry clean only,

   and/or _____.

5. READ about clothing care in a reference provided by your instructor,

   and/or _____.

6. READ the Proctor and Gamble Educational Series, LEARNING ABOUT LAUNDERING,

   and/or _____.

7. READ about laundry care in a reference provided by your instructor,

   and/or _____.

8. SELECT and READ several spot removal pamphlets from the chemical, soap, and detergent companies and PREPARE a stain removal chart for the followng basic stains: (1) ball point pen, (2) spaghetti sauce, (3) catsup, (4) mustard, (5) chocolate, (6) coffee and tea, (7) chewing gum, (8) prespiration, (9) ice cream, and (10) fruit juice,

   and/or _____.

9. COMPLETE Student Self-Check, A TYPICAL LAUNDRY, p. 3.

10. PRACTICE preparing laundry by: (1) removing stains, (2) removing all belts and pocket contents, (3) closing zipper teeth, (4) sorting according to care labels, (5) selecting products and procedures for laundry,

    and/or _____.

11. READ about ironing and pressing in a reference provided by your instructor,

    and/or _____.

12. OBSERVE an instructor demonstration of ironing and pressing procedures and MAKE a list of 10 good rules to remember when using a steam or dry iron,

    and/or _____.

13. COMPLETE Student Self-Check, IRONING AND PRESSING, p. 3.

14. READ about storing out-of-season clothes in a reference provided by your instructor,

    and/or _____.

15. COMPLETE Student Self-Check, CLOTHES STORAGE, p. 4.

16. PRACTICE ironing a shirt or blouse or other garment,

    and/or _____.

17. SELECT proper ways to store clothing,

    and/or _____.

18. WORK with your instructor to plan and carry out a related FHA/HERO activity.

    and/or _____.

19. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

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Student Self-Check

FIBER FACTS

Directions: On a separate sheet of paper number from 1-3. Match the definitions with the names of the fibers. Check your answers with those provided on p. 5.

A. Cotton-linen
B. Polyester-nylon
C. Wool-silk

_____1. Does not absorb moisture and most soil is only on the surface of the fabric. These fibers will absorb only stains which are hard to remove. Only a cool dryer and iron temperature can be used.

_____2. Water, heat, and agitation are harmful to these fibers. Since they are weakened in the laundry process only cool water and gentle squeezing are used when washing by hand. It is better to dry clean than hand wash.

_____3. Water strengthens these fibers. They can be washed many times in regular hot water and dried in a hot dryer.

Student Self-Check

A TYPICAL LAUNDRY

Directions: On a separate sheet of paper number from 1-6. Match the garment with the laundry procedure. Check your answers with those provided on p. 5.

A. Silk blouse
B. Terry cloth robe
C. Wool sweater
D. Blue jeans
E. Colored dress which fades
F. White nylon slip

_____1. Use a very mild soap with cool water. Gently squeeze the garment by hand several times in sudsy water. Rinse in cold water. Dry flat — block dry.

_____2. Use a heavy detergent, warm water, and regular wash machine cycle. Do not use hot water as the garment may continuously shrink and fade with each washing — dryer set at warm setting.

_____3. Use a detergent, hot water, and regular wash machine cycle. May use hot or warm water. Regular tumble dryer.

_____4. Use a mild soap, warm water, and delicate cycle of the washing machine. Be sure to keep this garment away from any colored clothes. Dryer set at warm setting.

_____5. Dry clean only to prevent a limp look.

_____6. Use a mild detergent, cool to warm water, and regular washing machine cycle. Keep this garment separate from white clothes and lighter colored clothes. Regular tumble dry.

Student Self-Check

IRONING AND PRESSING

Directions: On a separate sheet of paper number from 1-10. Select the correct word from the possible answer list and place by the number which will complete the sentence. Check your answers with those provided on p. 5.

Possible Answer List
Scratched, shape, grainline, high, heel, fiber content, damaged, napped, temperature, steel wool

1. When not using the iron let it rest on its _____.
2. When you press or iron use the best temperature for the _____.
3. To maintain the original shape of a garment press with the _____.
4. Press or iron a garment so that the original _____ is preserved.
5. Look for the care labels for the exact ironing _____.
6. If fabric or starch sticks to the sole plate remove it with _____ _____.
7. Do not place an iron directly on the right side of _____ fabric.
8. Manmade fibers such as nylon, polyester, acrylic, spandex, and acetate can be _____ by heat.
9. The natural fibers such as cotton and linen can be ironed safely at _____ temperatures.
10. Ironing over zippers and metal fasteners can cause the sole plate of the iron to become _____ and possibly snag delicate fabrics.

Student Self-Check

CLOTHES STORAGE

Directions: On a separate sheet of paper number from 1-6. Select the correct word from the **Possible Answer List** and place by the number which will complete the sentence. Check your answers with those provided on p. 5.

Possible Answer List
Floor, remove, mildew, stored, locate, electric fan

1. Stored items should be easy to _____ at a glance.
2. All items used together should be _____ together.
3. All items should be easily removable without having to _____ other items first.
4. Heavy equipment should be stored at or near _____ level.
5. If your clothes need airing and you cannot hang them outside, air with an _____.
6. Fabrics which can _____ should be stored clean, dry, and in a dry storage area.

Student Self-Check

ANSWERS
FIBER FACTS

1. Polyester-nylon
2. Wool-silk
3. Cotton-linen

Student Self-Check

ANSWERS
A TYPICAL LAUNDRY

1. Wool sweaters
2. Blue jeans
3. Terry cloth robe
4. White nylon slip
5. Silk blouse
6. Colored dress which fades

Student Self-Check

ANSWERS
IRONING AND PRESSING

1. Heel
2. Fiber content
3. Grainline
4. Shape
5. Temperature
6. Steel wool
7. Napped
8. Damaged
9. High
10. Scratched

Student Self-Check

ANSWERS
CLOTHES STORAGE

1. Locate
2. Stored
3. Remove
4. Floor
5. Electric fan
6. Mildew

Evaluator's Final Checklist

CLOTHING CARE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When practicing clothing care the student:			
A. Located and interpreted care labels.	( )	( )	( )
B. Sorted clothes in groups: (1) hand wash, (2) machine wash, and (3) dry clean only, according to labels	( )	( )	( )
C. Sorted machine wash clothes into: (1) gentle, (2) regular, (3) darks, (4) colors, and (5) whites.	( )	( )	( )
D. Prepared a stain removal chart.	( )	( )	( )
E. Removed common stains.	( )	( )	( )
F. Prepared clothes for laundry by removing unwashable items and zipping the zippers.	( )	( )	( )
G. Ironed and pressed garments.	( )	( )	( )
H. Selected proper methods for storing out-of-season clothes.	( )	( )	( )

CLOTHING AND TEXTILES

MAINTAINING ACCESSORIES

INTRODUCTION

Maintaining accessories will help your clothing accessories look better and last longer. Accessory care is learning to read and follow directions, using proper cleaning aids and proper care techniques. In this module you will learn how to care for your accessories made of leather or other material.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to use appropriate cleaning procedures to clean a purse or shoes and you will be able to take correct steps to polish the shoes.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAINTAINING ACCESSORIES.

LEARNING ACTIVITIES

1. READ about accessories in a reference provided by your instructor,

   and/or _____.

2. READ the items on the Evaluator's Final Checklist for cleaning a bag or purse and shoes. Practice on a set of accessories before completing the Student Self-Check,

   and/or _____.

3. COMPLETE Student Self-Check, MAINTAINING ACCESSORIES, p. 2.

4. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

5. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

MAINTAINING ACCESSORIES

Directions: Complete each of the following items on a separate sheet of paper. Check your answers with the instructor.

1. List the steps you used in cleaning your bag or purse.

2. List the steps you used in cleaning your shoes.

3. List the steps you used to polish your shoes.

Student Self-Check

ANSWERS
MAINTAINING ACCESSORIES

See the Evaluator's Final Checklist.

Evaluator's Final Checklist

MAINTAINING ACCESSORIES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When cleaning bag or purse the student:			
1. Examined for soiled/stained areas.	( )	( )	( )
2. Determined method suitable for cleaning.	( )	( )	( )
3. Tested inconspicuous area for reaction to determined cleaning method.	( )	( )	( )
4. Cleaned purse by one of the following methods.	( )	( )	( )
Cleaned with commercial cleaner			
1. Dipped brush in dry cleaning fluid.	( )	( )	( )
2. Cleaned fabric.	( )	( )	( )
3. Sprayed entire purse.	( )	( )	( )
4. Placed in well ventilated area to dry.	( )	( )	( )
Cleaned with soap and water			
1. Dipped soft cloth in soapy water.	( )	( )	( )
2. Wiped purse.	( )	( )	( )
3. Removed soap.	( )	( )	( )
4. Hung in open area to dry.	( )	( )	( )
Machine washed			
1. Pretreated soiled areas with cleaner.	( )	( )	( )
2. Selected water temperature.	( )	( )	( )
3. Added detergent.	( )	( )	( )
4. Added soiled purse.	( )	( )	( )
5. Selected desired wash cycle.	( )	( )	( )
6. Washed.	( )	( )	( )
7. Dried.	( )	( )	( )

Evaluator's Final Checklist

MAINTAINING ACCESSORIES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
B. When cleaning shoes the student:			
1. Examined for soiled/stained areas.	( )	( )	( )
2. Determined method suitable for cleaning.	( )	( )	( )
3. Tested inconspicuous area for reaction to determine cleaning method.	( )	( )	( )
4. Cleaned shoes by one of the following methods.	( )	( )	( )
Hand washed/wiped			
1. Dampened cloth or brush.	( )	( )	( )
2. Rubbed soiled/stained area.	( )	( )	( )
Machine washed			
1. Spot cleaned soiled/stained area.	( )	( )	( )
2. Loaded machine.	( )	( )	( )
3. Washed.	( )	( )	( )
4. Dried.	( )	( )	( )
Cleaned with commercial cleaner			
1. Dampened cloth with commercial cleaner.	( )	( )	( )
2. Rubbed spots and stains.	( )	( )	( )
3. Placed in ventilated area to dry.	( )	( )	( )
(or for suede...)			
1. Dampened shoes with chemical cleaner.	( )	( )	( )
2. Brushed shoes with wire suede brush.	( )	( )	( )
3. Placed in ventilated area to dry.	( )	( )	( )

Evaluator's Final Checklist

MAINTAINING ACCESSORIES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE

C. When polishing shoes the student:
1. Examined for soiled/stained areas. ( ) ( ) ( )
2. Determined method suitable for cleaning. ( ) ( ) ( )
3. Tested inconspicuous area for reaction to cleaning method and proceeded to next step if results were satisfactory. ( ) ( ) ( )
4. Cleaned shoes. ( ) ( ) ( )
5. Polished shoes using one of the following methods. ( ) ( ) ( )

Liquid polished
1. Cleaned with saddle soap. ( ) ( ) ( )
2. Applied liquid polish. ( ) ( ) ( )
3. Dried. ( ) ( ) ( )

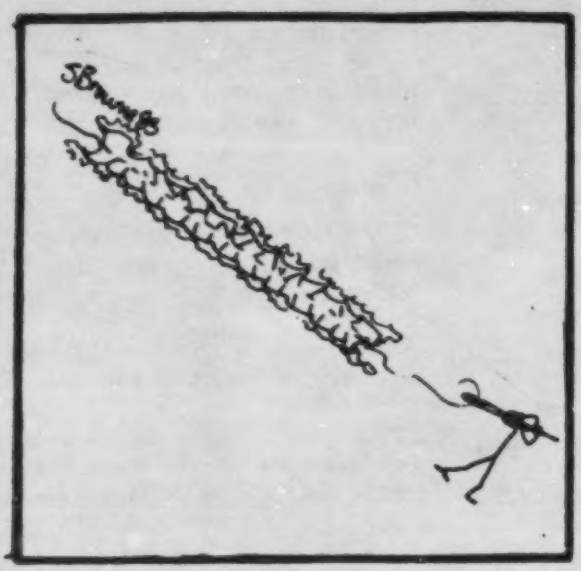
Cream polished
1. Cleaned with saddle soap. ( ) ( ) ( )
2. Applied cream polish. ( ) ( ) ( )
3. Dried. ( ) ( ) ( )
4. Buffed. ( ) ( ) ( )

Soap and water
1. Washed shoes with suds and a brush. ( ) ( ) ( )
2. Rinsed. ( ) ( ) ( )
3. Placed shoes on shoe tree. ( ) ( ) ( )
4. Dried. ( ) ( ) ( )

Vaseline or cold cream
1. Applied vaseline or cold cream to shoes. ( ) ( ) ( )
2. Wiped off excess. ( ) ( ) ( )

CLOTHING AND TEXTILES

STITCHING BY HAND



INTRODUCTION

You need to know the basics about sewing by hand with a needle and thread since even a modern sewing machine can't do everything. Every item you sew requires some hand stitches, either to finish a hem, attach fasteners or add a decorative touch. In this module you will learn basting, running stitch, backstitch, slipstitch, whipstitch, catch stitch, hemming stitch, pickstitch, buttonhole stitch, blindstitch, and overcast stitch.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make samples of hand stitches specified by your instructor.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, STITCHING BY HAND.

LEARNING ACTIVITIES

1. READ about hand stitches in a reference provided by your instructor,

   and/or _____.

2. EXAMINE samples of stitches on bulletin board,

   and/or _____.

3. READ about stitching in a reference provided by your instructor,

   and/or _____.

4. OBSERVE an instructor demonstration of several hand stitches,

   and/or _____.

5. PRACTICE a basting stitch,

   and/or _____.

6. MAKE samples of permanent hand stitches as instructed by instructor,

   and/or _____.

7. COMPLETE Student Self-Check, HAND STITCHING, p. 2.

8. APPLY all hand stitches applicable to your garment,

   and/or _____.

9. WORK with your instructor to plan and carry out a related FHA/HERO activity

   and/or _____.

10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

STITCHING BY HAND

Directions: On a separate sheet of paper, number 1-10. Write the word TRUE if the statement is true and FALSE if it is false. After you finish check your answers with those on p. 3.

_____ 1. The pickstitch is ideal for topstitching or hand understitching.

_____ 2. Slipstitches will be nearly invisible from the right side but the ones underneath will be long.

_____ 3. Catchstitching would be a good hem stitch for very firmly woven fabrics.

_____ 4. An invisible catchstitch is made on the outside of the hem.

_____ 5. The two types of thread suitable for buttonholes are heavy duty and buttonhole twist.

_____ 6. A slipstitch should be almost totally invisible on the right side of the garment.

_____ 7. Most basting stitches should be .6cm or ¼" apart.

_____ 8. Short, thick needles are best to use when sewing a running stitch.

_____ 9. When an even backstitch seam is completed, the top and bottom stitches look the same as machine stitches.

_____ 10. When using a whipstitch hem, the thread should match the color of the garment fabric.

Student Self-Check

ANSWERS
STITCHING BY HAND

1. True
2. True
3. False
4. False
5. True
6. False
7. True
8. False
9. False
10. True

Evaluator's Final Checklist

STITCHING BY HAND

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When stitching by hand the student:			
Sewed hand stitches			
1. neatly.	( )	( )	( )
2. evenly spaced.	( )	( )	( )
3. uniform in size.	( )	( )	( )
4. with appropriate thread.	( )	( )	( )
Sewed basting stitches			
1. so that slip basting did not show on on right side.	( )	( )	( )
Sewed running stitches			
1. short.	( )	( )	( )
2. secured at one end.	( )	( )	( )
Sewed backstitches			
1. straight.	( )	( )	( )
2. no more than 1/8" (.3cm) long	( )	( )	( )
Sewed whipstitches and overcast stitches			
1. so that they did not show on right side of fabric.	( )	( )	( )
2. close to edge.	( )	( )	( )
Sewed catchstitches			
1. with a uniform slant to thread.	( )	( )	( )
2. so they were not visible from right side of fabric.	( )	( )	( )
3. secured at each end.	( )	( )	( )
Sewed hemming stitches			
1. as inconspicuous stitches on right side of garment.	( )	( )	( )

Evaluator's Final Checklist

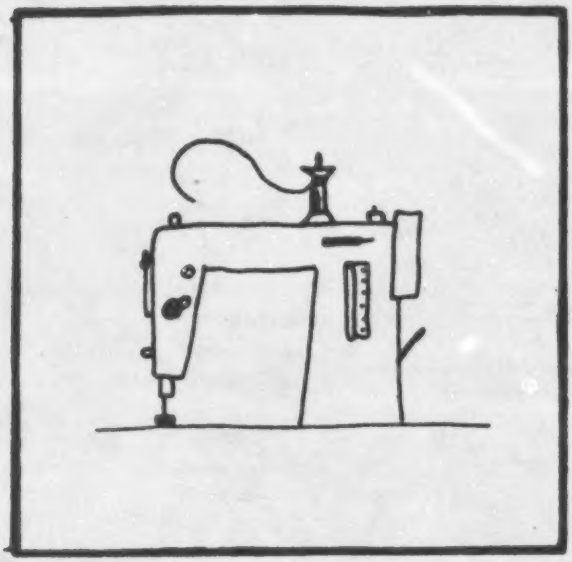
STITCHING BY HAND

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. Sewed pickstitches			
1. so they did not catch underlayer of fabric.	( )	( )	( )
2. so they matched the original or existing stitching.	( )	( )	( )
B. Sewed buttonhole stitches			
1. so they were not pulled too tight.	( )	( )	( )
2. so they had no spaces between stitches.	( )	( )	( )
3. secured at ends.	( )	( )	( )
C. Sewed blindstitching			
1. almost invisible from both right and wrong sides of fabric.	( )	( )	( )
2. secured at both ends.	( )	( )	( )
D. Sewed slip stitches			
1. almost invisible from right side.	( )	( )	( )
2. secured at both ends.	( )	( )	( )

CLOTHING AND TEXTILES

MACHINE OPERATION



INTRODUCTION

The operation of any type of sewing machine requires an understanding of the principal parts, their functions, the threading procedures, and the regulation of main controls. When operating a sewing machine it is very important to practice correct adjustment procedures and safety precautions. In this module you will learn how to operate and adjust the sewing machine for stitching on a variety of fabric types.

Before you start to work on this module, identify the type and make of sewing machine you will be using.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to safely operate a sewing machine.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MACHINE OPERATION.

LEARNING ACTIVITIES

1. READ reference provided by your instructor on machine operation,

   and/or _____.

2. READ and STUDY the operator's manual provided with the sewing machine you will be using, especially the diagram of the machine with labeled parts,

   and/or _____.

3. PRACTICE threading the upper and lower parts of the machine using the operator's manual, thread and bobbin,

   and/or _____.

4. PRACTICE common machine stitches including backstitching,

   and/or _____.

5. COMPLETE Student Self-Check, MACHINE OPERATION.

6. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

MACHINE OPERATION

Part I

Directions: Number from 1-18 on a separate sheet of paper. Match the following by placing the letter of each machine part by the number of the corresponding description. Check your answers with those provided on p. 4.

A. Presser foot
B. Reverse stitch level
C. Bobbin winder
D. Bobbin case
E. Presser foot lifter
F. Thread guide
G. Needle position dial
H. Thread cutter
I. Spool pin
J. Slide plate
K. Tension dial control
L. Foot control or knee control
M. Stitch control dial
N. Throat plate
O. Stitch width dial
P. Bobbin
Q. Feed
R. Hand wheel

_____ 1. Holds the thread in position from the spool pin to the needle.

_____ 2. Holds the fabric against the feed.

_____ 3. Reverses the stitching direction.

_____ 4. Changes stitch length.

_____ 5. Used to cut threads after stitching.

_____ 6. Guides the thread when winding the bobbin.

_____ 7. Controls the width of zigzag stitching.

_____ 8. Sets the tension for the stitch, thread, and fabric.

_____ 9. Holds the spool of thread.

_____ 10. Holds the bobbin.

_____ 11. Raises and lowers the presser foot.

_____ 12. Speed controller.

_____ 13. Holds thread for lower mechanism.

_____ 14. The needle goes through a hole in this plate to the bobbin.

_____ 15. Moves the fabric under the presser foot.

_____ 16. Holds the needle in position.

_____ 17. Covers the lower stitching mechanism that holds the bobbin.

_____ 18. Controls the movement of the needle and take-up lever.

Part II

Directions: Number 1-8 on a separate sheet of paper. Write the words which best complete the following statements. Compare your answers with those at the bottom of the page. Check your answers with those provided on p. 4.

1. If the machine stitch is loose on the underside of the fabric, check first the threading of the _____.

2. The most common cause of skipped stitches is the wrong _____ size and type.

3. If the needle thread breaks, the needle may be either inserted _____, or the needle may be the wrong size for the _____.

4. When the bobbin thread breaks, the _____ _____ may not be properly threaded or inserted.

5. Loops between stitches on the underside of the fabric indicate that the thread is not properly placed in the _____ _____ on the upper machine part.

6. An unevenly wound _____ could cause the fabric to pucker when stitched.

7. If the sewing machine motor runs but the handwheel does not turn, _____ or _____ may be caught in the bobbin case area.

8. A loose _____ _____ may be the cause of fabric not feeding in a straight line when stitching.

Student Self-Check

ANSWERS
MACHINE OPERATION

Part I

1.	F	10.	D
2.	A	11.	E
3.	B	12.	L
4.	M	13.	P
5.	H	14.	N
6.	C	15.	Q
7.	O	16.	G
8.	K	17.	J
9.	I	18.	R

Part II

1. Upper tension
2. Needle
3. Backwards or incorrectly, thread
4. Bobbin case
5. Tension disc
6. Bobbin
7. Lint, thread
8. Presser foot

Evaluator's Final Checklist

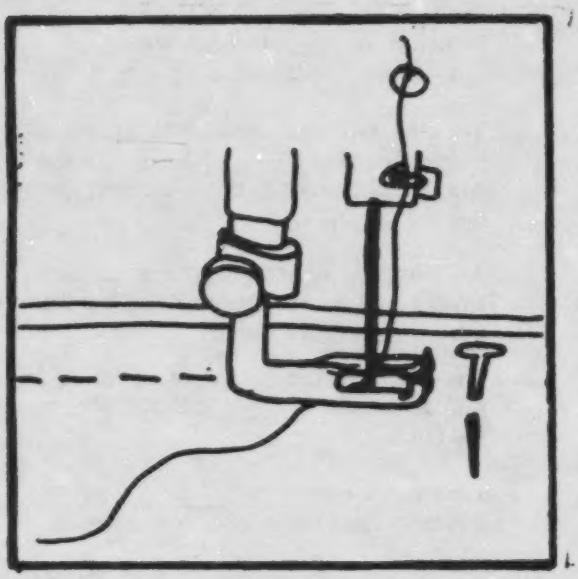
MACHINE OPERATION

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When operating the machine the student:			
A. Threaded bobbin and upper threading correctly.	( )	( )	( )
B. Wound bobbin correctly.	( )	( )	( )
C. Used the correct size machine needle on the fabric.	( )	( )	( )
D. Used acceptable tension, pressure, and stitch length.	( )	( )	( )
E. Sewed machine stitches of even length and similar on both sides of the fabric.	( )	( )	( )
F. Demonstrated proper body posture and head positioning for safe, efficient handling.	( )	( )	( )

CLOTHING AND TEXTILES

STITCHING BY MACHINE



INTRODUCTION

At this point, you know that a sewing machine is a delicate piece of machinery. You are ready to learn how to use it carefully and skillfully. There are two kinds of machine stitching: straight and zigzag. Both can be functional as well as decorative. Generally stitches are used to hold two pieces of fabric together with a 5/8" seam allowance. In this module you will learn how to stitch by using the sewing machine.

Before you start to work on this module be sure you have completed Module CT-10, MACHINE OPERATION.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to use a sewing machine to perform basic machine stitching.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, STITCHING BY MACHINE.

LEARNING ACTIVITIES

1. READ about machine stitching in a reference provided by your instructor,

   and/or _____.

2. VIEW transparencies on machine stitching provided by your instructor,

   and/or _____.

3. OBSERVE as your instructor demonstrates stitching by machine,

   and/or _____.

4. PRACTICE stitching by machine as directed by your instructor,

   and/or _____.

5. COMPLETE Student Self-Check, STITCHING BY MACHINE, P. 2.

6. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

STITCHING BY MACHINE

Directions: On a separate sheet of paper number 1-11. Write the word or words which correctly complete the statement. Check your answers against those provided on p. 3.

1. The length of stitch, tension, and pressure should be adjusted to the _____ used.

2. If the bobbin thread forms loops above the fabric, your tension is too _____. If the bobbin thread forms loops below the fabric, the tension is too _____.

3. Machine stitching is easily secured by _____. This is done either by pushing the reverse button, or by pivoting the fabric and retracing 3 or 4 stitches.

4. When stitching a sharp corner, _____ the needle into the fabric at the exact point of the turn, _____ the presser foot, and _____ the fabric to the correct position. Lower the presser foot and continue stitching.

5. Before stitching be sure that the take-up lever is raised to the _____ position or the thread will _____ out of the needle on the first stitch.

6. To prevent thread from snarling, bring needle _____ under presser foot and extend both bobbin and needle thread ends _____.

7. A long, temporary stitch to hold layers of fabric together for further construction is called _____.

8. The bulk of fabric to be stitched is placed to the _____ of the presser foot.

9. Always lower the _____ first to place it exactly where you want it.

10. Remove work by drawing it to the _____ and then cutting the threads.

11. A machine stitch which can lend stretch to a seam, finish a seam, add a decorative touch etc., is the _____.

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Student Self-Check

ANSWERS
STITCHING BY MACHINE

1. Fabric
2. Tight, loose
3. Backstitching
4. Lower, raise, pivot
5. Highest, come
6. Thread, backward
7. Basting
8. Left
9. Needle
10. Back
11. Zig-zag

Evaluator's Final Checklist

STITCHING BY MACHINE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When stitching by machine, the student:			
A. Set the machine up with needle and bobbin thread extended backward.	( )	( )	( )
B. Placed fabric under needle with the take-up lever in the highest position.	( )	( )	( )
C. Placed fabric under presser foot with bulk of fabric to left and seam edge to right.	( )	( )	( )
D. Lowered needle into fabric by turning wheel by hand.	( )	( )	( )
E. Lowered presser foot.	( )	( )	( )
F. Used stitch length appropriate to the weight and weave of the fabric.	( )	( )	( )
G. Stitched with smooth even stitches in direction of grain.	( )	( )	( )
H. Stitched with seam allowances even.	( )	( )	( )
I. Backstitched in the appropriate areas.	( )	( )	( )
J. Learned to remove the fabric from the machine.	( )	( )	( )

CLOTHING AND TEXTILES

SELECTION OF COMMERCIAL PATTERNS, FABRIC, AND NOTIONS

INTRODUCTION

Selection of pattern, fabric, and notions is basic to garment construction. In this module you will learn to select a pattern to fit and flatter you. Also, you will learn to select fabric and notions which are suitable to your pattern and your figure type.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to select a pattern, fabric, and notions to compliment personal physical attributes.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SELECTION OF COMMERCIAL PATTERNS, FABRIC, AND NOTIONS.

LEARNING ACTIVITIES

1. STUDY figure types and pattern sizes on charts provided by your instructor,

   and/or _____.

2. READ about figure types and pattern sizes in a reference provided by your instructor,

   and/or _____.

3. VIEW transparencies on measurements, figure types, and pattern envelope, provided by your instructor,

   and/or _____.

4. RECORD your personal measurements on chart provided by your instructor,

   and/or _____.

5. COMPLETE Student Self-Check, MEASUREMENTS AND PATTERNS, p. 2.

6. READ about selecting fabrics for patterns and sewing ability in a reference provided by your instructor,

   and/or _____.

7. EXAMINE fabric swatches to SELECT fabrics which are compatible with your pattern, figure type, and sewing ability,

   and/or _____.

8. STUDY and RECORD the information found on three bolt ends,

   and/or _____.

9. VIEW display of notions frequently used in garments. DETERMINE which notions you will need for your garment,

   and/or _____.

10. COMPLETE Student Information, PATTERN ENVELOPE WORKSHEET, p. 3.

11. COMPLETE Student Self-Check, FABRICS AND NOTIONS, p. 3.

12. LIST the pattern number you selected, the fabrics, and notions suitable for your pattern,

    and/or _____.

13. WORK with your instructor to plan and carry out a related FHA/HERO activity,

    and/or _____.

14. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

MEASUREMENTS AND PATTERNS

Directions: On a separate sheet of paper, number from 1-10. Write the answer(s) which complete the statement beside each number. Check your answers against those provided on p. 4.

1. _____ should be a level around the body or in a straight line.

2. Measure around the _____ _____ of your bust or chest.

3. Measure around the _____ _____ of your hips.

4. Hips are measured _____ to _____ inches below the waist.

5. Waist, crotch, and inseam measurements determine the size of your _____ _____.

6. The front of the pattern envelope illustrates the _____.

7. The body measurements, yardage required, notions, suggested fabrics, and drawing of pattern pieces are found on the _____ of the pattern envelope.

8. The pattern company and number, the cost, size, and sketch are found on the _____ of the pattern envelope.

9. Use your body measurements to determine the correct pattern _____.

10. A plaid, one-way design, and napped fabric require _____ fabric.

Student Information

PATTERN ENVELOPE WORKSHEET

Directions: On a separate sheet of paper, number from 1-10. Answer the questions below by using a pattern envelope provided by your instructor.

1. How many views are shown on pattern envelope?
2. How many garments are included in this pattern?
3. How many pattern pieces are included in the pattern?
4. List the pattern make, company, pattern number, and pattern size.
5. What fabrics are suggested for this pattern?
6. What notions are suggested for this pattern?
7. What standard body measurements are given for this size pattern?
8. State the yardage suggested for each view in 36", 45", and 60" width fabric for this size.
9. What is a one-way fabric design?
10. Define a napped fabric. What special things do you need to know about purchasing and laying out a napped fabric?
11. Tell the procedure for matching plaids.
12. Explain why a plaid is more difficult to match than a stripe.
13. Why would you need more yardage with a 36" wide fabric than for a 45" wide fabric?
14. Why is seam binding or stretch lace used?
15. What is the purpose of trim? Name five trims.
16. What closures are used on this pattern?

Student Self-Check

FABRICS AND NOTIONS

Directions: On a separate sheet of paper, number from 1-5. Write your answer(s) to the questions beside each number. Check your answers against those provided on p. 4.

1. To determine how much fabric to buy, you need to know the _____, _____, and _____.
2. A fabric with a one-way design or plaid takes _____ fabric to make the garment.
3. Zippers, buttons, seam binding, snaps, lace, thread, and braid are _____.
4. The fabric yardage is stated in yards and _____.
5. When using napped fabrics, the pattern pieces will need to be laid out with their top edges facing _____.

Student Self-Check

ANSWERS
MEASUREMENTS AND PATTERNS

1. Measurements
2. Fullest part
3. Fullest part
4. Six to nine
5. Pant s pattern
6. Completed garment
7. Back
8. Front
9. Size
10. More or extra

Student Self-Check

ANSWERS
FABRICS AND NOTIONS

1. The view you're making, the size you're making and the width of your fabric.
2. More
3. Notions
4. Meters
5. The same way

Evaluator's Final Checklist

SELECTION OF COMMERCIAL PATTERNS, FABRIC, AND NOTIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When selecting a pattern, the student:			
1. Recorded body measurements.			
a) Height.	( )	( )	( )
b) Back from neck to waist.	( )	( )	( )
c) Bust/Chest.	( )	( )	( )
d) Waist.	( )	( )	( )
e) Hips.	( )	( )	( )
f) Sleeve length.	( )	( )	( )
g) Crotch.	( )	( )	( )
h) Inseam.	( )	( )	( )
2. Determined pattern type.	( )	( )	( )
3. Determined pattern size from pattern book charts.	( )	( )	( )
4. Selected a pattern.	( )	( )	( )
B. When selecting fabric for the pattern, the student:			
1. Determined amount of fabric for pattern from pattern envelope.	( )	( )	( )
2. Determined type of fabric from pattern envelope.	( )	( )	( )
3. Compared available fabrics for:			
a) Degree of wrinkling.	( )	( )	( )
b) Percent of stretch and recovery.	( )	( )	( )
c) Straightness of grain.	( )	( )	( )
d) Amount of weighting or sizing.	( )	( )	( )
e) Direction of design or pattern.	( )	( )	( )
f) Suitability to wearer.	( )	( )	( )
g) Label information concerning shrinkage, care, fabric content, and special finishes.	( )	( )	( )
4. Made fabric selection.	( )	( )	( )

Evaluator's Final Checklist

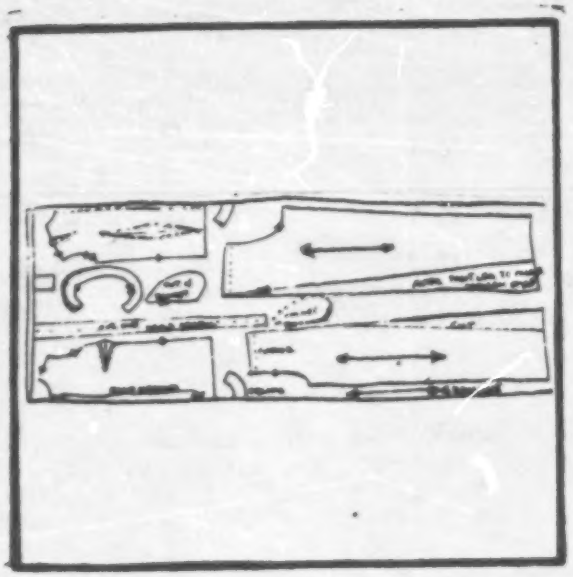
SELECTION OF COMMERCIAL PATTERNS, FABRIC, AND NOTIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
C. When selecting the notions for pattern and fabric, the student:			
1. Determined notions needed for pattern.	( )	( )	( )
2. Coordinated notions and fabric in:			
a) Color.	( )	( )	( )
b) Texture.	( )	( )	( )
c) Style.	( )	( )	( )
d) Care.	( )	( )	( )
e) Durability.	( )	( )	( )
f) Scale.	( )	( )	( )
3. Set price within financial means.	( )	( )	( )
4. Chose notions.	( )	( )	( )

CLOTHING AND TEXTILES

USE OF A COMMERCIAL PATTERN



INTRODUCTION

The commercial pattern is basic to garment construction. Each pattern contains a guidesheet and pattern pieces needed to complete the garment. Patterns can be altered to fit the individual figure. Garment construction begins with fitting the pattern to the individual and proceeds in the following manner: fabric is prepared by straightening and preshrinking; pattern is pinned on grain according to layout instructions, checked by instructor, and cut. Guide sheets are used for the layout and the construction of the garment. In this module you will learn to use a commercial pattern.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to alter a commercial pattern to conform to personal measurements, accurately place a pattern on prepared fabric and cut out a garment.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, USE OF A COMMERCIAL PATTERN.

LEARNING ACTIVITIES

1. READ about fitting a pattern in a reference provided by your instructor,

   and/or _____.

2. VIEW transparencies on fitting a pattern,

   and/or _____.

3. DETERMINE alterations needed in the pattern by pinning pattern together and trying it on. Do this with the help of instructor or another student,

   and/or _____.

4. ALTER pattern pieces to fit body contours,

   and/or _____.

5. COMPLETE Student Self-Check, ALTERATIONS, p. 2.

6. PREPARE fabric for layout — straighten, launder, shrink, press,

   and/or _____.

7. VIEW transparencies guidesheet information, pattern symbols,

   and/or _____.

8. COMPLETE Student Self-Check, GUIDESHEET, PATTERN SYMBOLS, AND MARKING, p. 3.

9. DETERMINE correct layout for your size and fabric width. Circle correct one on your guide sheet,

   and/or _____.

10. VIEW transparencies on pattern layout,

    and/or _____.

11. LAY OUT and PIN your pattern on prepared fabric according to guidesheet,

    and/or _____.

12. ARRANGE with your instructor to check the layout of your pattern on your fabric,

    and/or _____.

13. VIEW transparencies on cutting out a pattern,

    and/or _____.

14. CUT OUT pattern pieces, using sharp shears,

    and/or _____.

15. COMPLETE Student Self-Check, CUTTING, p. 3.

16. TRACE necessary pattern markings, using tracing paper and tracing wheel,

    and/or _____.

17. WORK with your instructor to plan and carry out a related FHA/HERO activity,

    and/or _____.

18. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

ALTERATIONS

Directions: On a separate sheet of paper, write the numbers from 1-5. After each number write the words that complete the blanks in each of the five statements listed below.

Select the appropriate word or term from this list.

ADD	BACK
SUBTRACT	BOTTOM
CUT	TOP
FOLD	¼"
FRONT	½"

Words may be used once, more than once, or not at all. Check your answers with those provided on p. 4.

1. To alter the length of pattern pieces, you may _____ between adjustment lines, spread apart desired length, and _____ paper to your pattern piece; or you may _____ extra paper at the _____ of your pattern piece.

2. If a pattern piece is too long, you may _____ pattern piece between adjustment lines for desired length or make a _____ at lower edge of pattern piece.

3. Pattern length adjustments must be made on both _____ and _____ pattern pieces.

4. If a sleeve is too tight, the sleeve may be _____ and spread to add desired width.

5. Remembering your body is divided into four equal parts, to add one inch to your waist measurement, add _____ to each side seam.

Student Self-Check

GUIDESHEET, PATTERN SYMBOLS AND MARKINGS

Directions: On a separate sheet of paper, write down the numbers of the statements that are TRUE. Check your answers with those provided on p. 4.

1. A double arrow is the symbol for straight of grain.

2. A diamond shape is the symbol for direction of stitching.

3. Place fold on selvage edge.

4. A dark solid line is the symbol for the cutting line.

5. Each pattern piece must be placed on the straight of grain.

6. The layout of your pattern is chosen according to your pattern size and the fabric width.

7. Guide sheets contain fashion sketches, step-by-step guide, cutting layouts, and brief directions for using the pattern.

8. Tracing paper should be placed waxy side against the wrong side of the fabric.

9. Tracing should be done before the cutting of pattern pieces.

10. Trace all dots, buttons, button-holes, darts, pleats, and/or tucks.

Student Self-Check

CUTTING

Directions: On a separate sheet of paper number from 1-5. Answer each statement by selecting the correct words which make the statement true. Check your answers with those provided on p. 4.

1. (Bent-handled shears/Pinking Shears/Scissors) are best for cutting out garments.

2. Notches are cut (into/away from/even with) the seamline.

3. Always cut (in opposite direction/in same direction) of the grain of the fabric, which is indicated by pictures of small arrows or cutting shears.

4. Check to be sure that you have (folded/pressed/cut) the correct number of pattern pieces.

5. Always cut fabric with (short, smooth/long, smooth) strokes.

Student Self-Check

ANSWERS
ALTERATIONS

1. Cut, add, add, bottom
2. Fold, fold
3. Back, front
4. Cut
5. ¼" (one-fourth inch)

Student Self-Check

ANSWERS
GUIDESHEET, PATTERN
SYMBOLS AND MARKINGS

1, 4, 5, 6, 7, 8, 10

Student Self-Check

ANSWERS
CUTTING

1. Bent-handled shears
2. Away from
3. In same direction
4. Cut
5. Long, smooth

Evaluator's Final Checklist

USE OF A COMMERCIAL PATTERN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When altering a pattern by one or more of the following methods, the student:			
1. Raised/lowered bust.			
a) Located and marked new side-seam dart point.	( )	( )	( )
b) Redrew dart, tapering to new dart point.	( )	( )	( )
c) Located and marked new waistline dart point.	( )	( )	( )
d) Redrew waistline dart, tapering to new dart point.	( )	( )	( )
2. Shortened pattern.			
a) Measured and marked amount to be shortened.	( )	( )	( )
b) Creased pattern between adjustment lines.	( )	( )	( )
c) Made a fold half the amount to be shortened and secured.	( )	( )	( )
d) Redrew cutting lines.	( )	( )	( )
3. Lengthened pattern.			
a) Cut pattern along adjustment lines.	( )	( )	( )
b) Placed tissue paper under pattern and spread pattern apart the required amount.	( )	( )	( )
c) Secured both sides of pattern to tissue paper.	( )	( )	( )
d) Redrew cutting lines.	( )	( )	( )
4. Added width (adjustments less than 1" (2.5cm).			
a) Pinned or taped tissue to pattern seams with tissue extending beyond cutting line.	( )	( )	( )
b) Measured and marked amount to be added, distributing amount equally among seams.	( )	( )	( )
c) Redrew cutting lines.	( )	( )	( )
5. Reduced width (adjustments less than 1" (2.5cm).			
a) Marked amount to be reduced, distributing amount equally among seams.	( )	( )	( )
b) Pinned bust dart along dart lines.	( )	( )	( )
c) Drew new seam and cutting lines, tapering to original lines.	( )	( )	( )
d) Straightened pattern edge across dart.	( )	( )	( )

Evaluator's Final Checklist

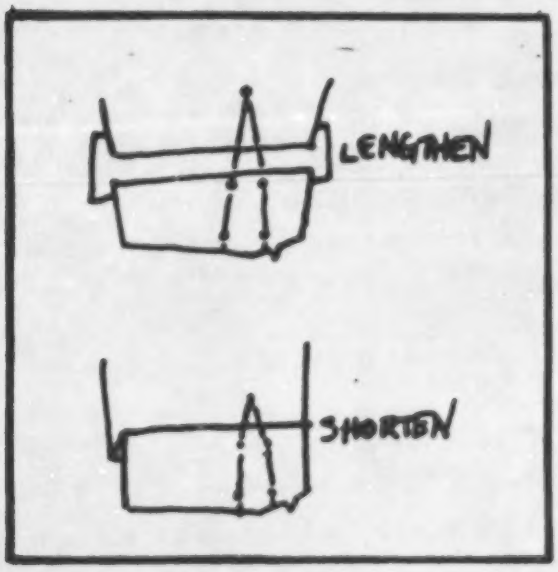
USE OF A COMMERCIAL PATTERN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
6. Reduced width (adjustments larger than 1" (2.5cm).			
a) Marked slash line.	( )	( )	( )
b) Slashed pattern on line.	( )	( )	( )
c) Lapped slashed edges of pattern and secured.	( )	( )	( )
B. When cutting out garment, the student:			
1. Prepared fabric for cutting by straightening the grain, laundering, and pressing if necessary.	( )	( )	( )
2. Circled the proper layout according to fabric width and pattern size.	( )	( )	( )
3. Selected pattern pieces according to chosen style.	( )	( )	( )
4. Folded fabric as directed by layout.	( )	( )	( )
5. Placed pattern pieces on fabric according to layout.	( )	( )	( )
6. Checked grainlines.	( )	( )	( )
7. Placed pins correctly and securely.	( )	( )	( )
8. Cut pattern pieces following grain of fabric.	( )	( )	( )
9. Cut out all needed pieces.	( )	( )	( )
10. Prepared and cut interfacing correctly if needed.	( )	( )	( )
11. Traced necessary markings.	( )	( )	( )

CLOTHING AND TEXTILES

FITTING A GARMENT



INTRODUCTION

Fitting affects the balance, proportion and style of the altered garment. Your knowledge of pattern alteration will help you to fit the garment to the individual and have an attractive garment when sewing is completed. In this module you will learn to fit the garment properly and make necessary alterations.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to fit a garment to wearer's acceptance.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, FITTING A GARMENT.

LEARNING ACTIVITIES

1. READ about clothing fitting in a reference provided by your instructor,

   and/or _____.

2. READ about clothing alterations in a reference provided by your instructor,

   and/or _____.

3. VIEW transparencies on clothing fitting and alterations,

   and/or _____.

4. COMPLETE Student Information, FITTING PROBLEMS WORKSHEET, P. 2.

5. BASTE your garment together.

6. TRY ON your garment.

7. DETERMINE any needed alterations.

8. MARK all needed alterations.

9. MAKE alterations according to accepted procedures.

10. TRY ON garment for final fit.

11. COMPLETE Student Self-Check, FITTING THE GARMENT, p. 2.

12. WORK with your instructor to plan and carry out a related FHA/HERO activity,

    and/or _____.

13. ARRANGE with instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

FITTING PROBLEMS WORKSHEET

Directions: On a separate sheet of paper and using references, describe the alteration that is needed for the problems given below.

Waist adjustment

Problem A: Not enough room at waistline to fit comfortably; wrinkles below waist.

Problem B: Too much fabric at waistline; pants fall down below waistline.

Hip adjustment

Problem A: Large hips resulting in wrinkles around the hips.

Problem B: Hip section of the garment is too large.

Chest adjustments

Problem A: Woman's blouse is too large through the bust line.

Problem B: Men's shirt is too small through the chest line.

Student Self-Check

FITTING THE GARMENT

Directions: Fill in the blank with the best word that completes the sentence. Check your answers with those provided on p. 3.

1. If the neckline is too tight, _____ neckline at equal intervals all around. Mark new neckline.

2. When seams fall off shoulders, remove sleeve, mark new fitting line of _____, taking out excess width at _____.

3. To raise or _____ dart, rip out side seams and repair dart higher or _____, _____ to original dart.

4. If waist is too tight, _____ size of darts.

5. If waist is too large, _____ size of darts and _____ _____ side seams.

6. Crosswise wrinkles in a garment indicate that it is too _____.

7. _____ wrinkles in a garment indicate that strain is pulling the garment off grain.

8. Garments are fitted with the _____ side out.

9. The key _____ lines of a garment fall in a straight, crosswise, or vertical direction.

10. Adequate _____ provides for a comfortable fit and freedom of body movement.

Student Self-Check

ANSWERS
FITTING THE GARMENT

1. Clip
2. Armhold, shoulders
3. Lower, lower, parallel
4. Decrease
5. Increase, take in
6. Tight
7. Diagonal
8. Right
9. Grain
10. Ease

Evaluator's Final Checklist

FITTING A GARMENT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When fitting the garment, the student:			
A. Basted garment together.	( )	( )	( )
B. Pinned openings.	( )	( )	( )
C. Determined alterations.	( )	( )	( )
D. Marked alterations.	( )	( )	( )
E. Made alterations according to accepted procedure.	( )	( )	( )
F. Refitted garment to individual.	( )	( )	( )

CLOTHING AND TEXTILES

UNIT CONSTRUCTION

INTRODUCTION

One method of clothing construction used today is called the unit method of construction. It is a method that has been used for many years by the clothing industry for mass-produced clothes because it speeds up the work and results in a more professional-looking finished garment. When sewing a garment by the unit method of construction, you assemble, stitch, and press each section of the garment before joining it to another section. In this module you will learn about the unit method of construction, its advantages, and hints for using the method successfully.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able, with 80% accuracy, to identify the steps and sewing techniques used in the unit method of construction.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, UNIT CONSTRUCTION.

LEARNING ACTIVITIES

1. READ and STUDY about unit construction in a reference provided by your instructor,

   and/or _____.

2. LISTEN and OBSERVE as your instructor discusses and demonstrates common sewing skills used in the unit method of construction,

   and/or _____.

3. COMPLETE Student Self-Check, SEWING TECHNIQUES USED IN UNIT CONSTRUCTION, p. 2.

4. READ and STUDY Student Information, STEPS IN THE UNIT METHOD OF CONSTRUCTION, p. 2.
and/or _____.

5. WORK with a partner to assemble the paper pattern pieces of a garment in the correct order as learned from the reading and discussion,

and/or _____.

6. COMPLETE Student Self-Check, UNIT METHOD OF CONSTRUCTION, p. 4.

7. WORK with your instructor to plan and carry out a related FHA/HERO activity,

and/or _____.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

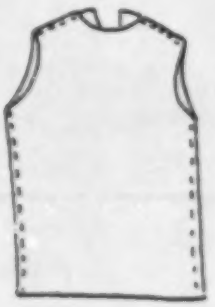
SEWING TECHNIQUES USED IN UNIT CONSTRUCTION

Directions: On a separate piece of paper, give the answers to the following questions. Check your answers with those provided on p. 5.

1. Define the following terms.
   a) Staystitching
   b) Directional stitching
   c) Directional pressing
   d) Pin basting

2. Copy this illustration of a shirt on your paper and draw in arrows to show in what direction you would staystitch.

3. Copy this illustration of a step in the construction of a shirt. Draw arrows to show in what direction you would stitch the shoulder and side seams.



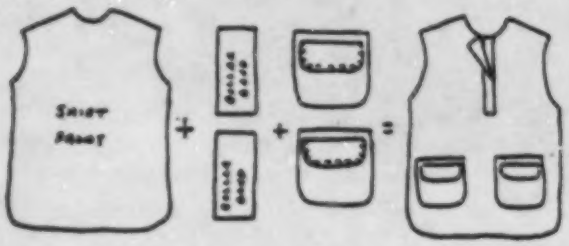
Student Information

STEPS IN THE UNIT METHOD OF CONSTRUCTION

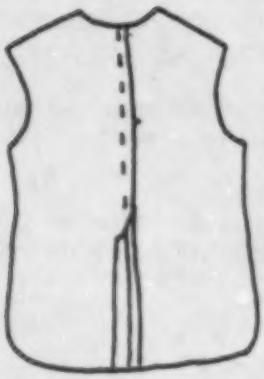
When making a garment by the unit method of construction, you will assemble, sew, and press each section of the garment before joining it to another section. This speeds up your work by cutting down on the number of trips you must make to the sewing machine and ironing board. It also results in a more attractive, professional-looking garment because it cuts down on the amount of handling the fabric receives as you are sewing.

To learn how to use the unit method of construction, study the following illustrations which show the steps in making a woman's or man's shirt.

Step 1: Complete the front unit.

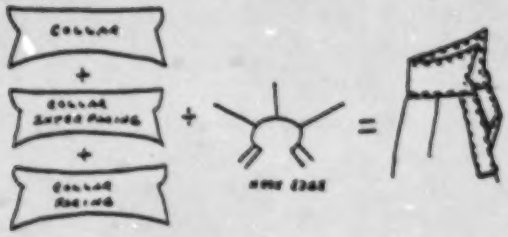


Step 2: Complete the back unit.



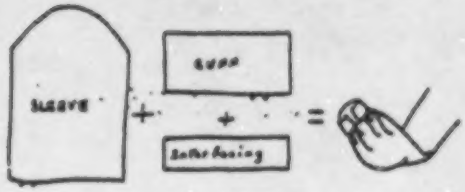
Step 3: Join front and back units at shoulder seams.

Step 4: Construct collar and attach it to neck edge.

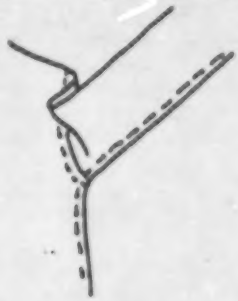


Step 5: Join side seams.

Step 6: Complete sleeves.

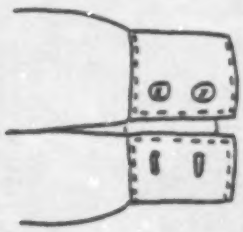


Step 7: Sew sleeves into armholes.



Step 8: Make hem or lower edge of shirt.

Step 9: Make machine buttonnoles in cuffs and collar band and sew on buttons.



Completed shirt

Student Self-Check

UNIT METHOD OF CONSTRUCTION

Directions: On a separate piece of paper, write the numbers of the statements below which are TRUE in relation to the unit method of construction. Check your answers against those provided on p. 5.

1. When sewing by the unit method of construction, trips to the sewing machine and ironing board are kept to a minimum.
2. Staystitching on all garment edges will help to keep them from stretching out of shape.
3. In unit construction, pressing is done only after the garment has been completely made.
4. With the unit system, there is less handling of the garment during construction.
5. Unit construction enables the sewer to use short periods of time to best advantage.
6. Unit construction helps to give the sewer a sense of accomplishment as the work progresses.

Student Self-Check

ANSWERS
SEWING TECHNIQUES USED IN UNIT CONSTRUCTION

1. Definitions

   a) Stitching made through a single thickness of fabric on curved edges to prevent stretching

   b) Stitching of seams in the direction of the grain of the fabric

   c) Pressing with the grain of the fabric

   d) Pinning seams with pins at right angles to the seam before stitching the seam permanently

2.

3.

Student Self-Check

ANSWERS
UNIT METHOD OF CONSTRUCTION

1, 4, 5, 6

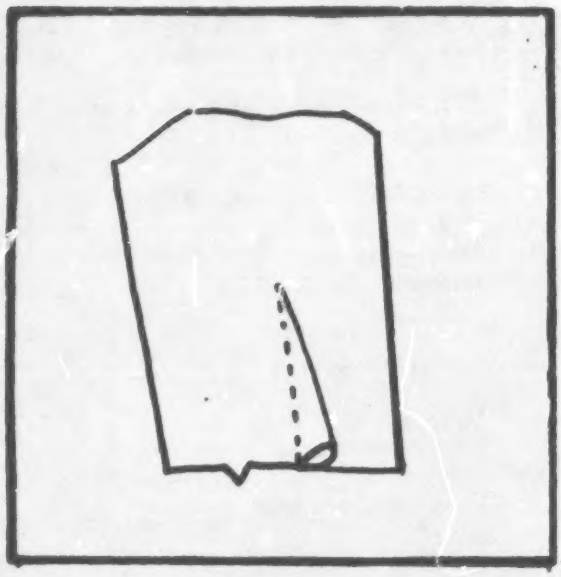
Evaluator's Final Checklist
UNIT CONSTRUCTION

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy.	( )	( )	( )

CLOTHING AND TEXTILES

MAKING DARTS



INTRODUCTION

A dart gives shape to a garment. Darts should be stitched correctly and precisely to give a garment good fit and a smooth and flattering appearance. In this module you will learn to make single-pointed and/or double-pointed darts.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to stitch a dart to give a garment a good fit and a flattering appearance.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING DARTS.

LEARNING ACTIVITIES

1. READ and STUDY about making darts in a reference provided by your instructor,

   and/or _____.

2. VIEW filmloops on single darts and double-pointed darts provided by your instructor,

   and/or _____.

3. OBSERVE as your instructor demonstrates making darts,

   and/or _____.

4. COMPLETE Student Information, MAKING DARTS, p. 2.

   and/or _____.

5. COMPLETE Student Self-Check, MAKING DARTS, p. 2

6. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

MAKING DARTS

Directions: Using fabric samples, make a single-pointed dart and a double-pointed dart following the steps listed below.

Steps in Making Darts

1. Mark a single-pointed dart and a double-pointed dart by a method suggested by your instructor.

2. Fold dart in half and match crosslines exactly. Place pins perpendicular to stitching lines.

3. **Single-Pointed Dart**
   Stitch from wide part of dart tapering to nothing at pointed end.

   Double-Pointed Dart
   Stitch from center or wide part of dart tapering to nothing at pointed end. Repeat for other half of dart.

4. Secure threads by using a method suggested by your instructor.

5. **Single-Pointed Dart**
   Press the dart toward the center of garment towards hemline depending on the location of the dart.

   Double-Pointed Dart
   Clip the seam to 1/8" (03 cm) of the stitching in the center of the dart. Press toward center of garment.

6. Write your name on dart samples and turn in samples for instructor's approval.

Student Self-Check

MAKING DARTS

Directions: On a separate sheet of paper, number from 1-8. Write the word(s) that complete each statement. Check your answers against those provided on p. 3.

1. Tapered folds that shape the fabric to fit the figure are called _____.

2. A method of marking darts that is suitable for most fabrics is _____.

3. Fold dart in half and match _____.

4. Stitch from widest part of dart tapering to nothing at _____ _____.

5. Secure threads by _____.

6. Maintain the shape of the dart by _____.

7. Press dart towards _____.

8. A double-pointed dart should be _____ in middle and then pressed.

Student Self-Check

ANSWERS
MAKING DARTS

1. Darts
2. Tracing paper and tracing wheel or method suggested by instructor
3. Crosslines
4. Pointed end
5. Backstitching or method suggested by instructor
6. Pressing
7. Center of garment or hemline
8. Clipped (1/8")

Evaluator's Final Checklist

MAKING DARTS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When making single-or double-pointed darts the student:

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A.	Marked darts correctly and removed pattern.	( )	( )	( )
B.	Folded and pinned darts correctly.	( )	( )	( )
c.	Stitched darts from wide part on slanted line to a fine point.	( )	( )	( )
D.	Secured ends and clipped threads.	( )	( )	( )
E.	Clipped and pressed correctly.	( )	( )	( )

CLOTHING AND TEXTILES

MAKING TUCKS AND PLEATS

INTRODUCTION

Tucks and pleats help control fullness and add interest to garments. Tucks are fashionable, especially on blouses, shirts, dresses, pants, and children's clothes. Pleats may be used individually, as a cluster, or around the entire garment. In this module, you will learn to make tucks and/or pleats.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to make tucks and pleats that evenly control garment fullness while adding a note of fashion or interest.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING TUCKS AND PLEATS.

LEARNING ACTIVITIES

1. READ about tucks in a reference provided by your instructor,

   and/or _____.

2. FIND four examples of tucks being used in today's fashions by using magazines and pattern catalogues,

   and/or _____.

3. COMPLETE Student Self-Check, TUCKS, p. 2.

4. MAKE tucks in your garment and/or on a fabric sample. Use the directions on your pattern guide sheet,

   and/or _____.

5. READ and STUDY about pleats in a reference provided by your instructor,

   and/or _____.

6. FIND four examples of pleats being used in today's fashions by using magazines and pattern catalogues,

   and/or _____.

7. MAKE pleats in your garment and/or on a fabric sample. Use the directions on your pattern guide sheet,

   and/or _____.

8. COMPLETE Student Self-Check, PLEATS, p. 2.

9. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Sudent Self-Check

TUCKS

Directions: On a separate sheet of paper, write the numbers of the statements below which are TRUE in relation to tucks. Check your answers against those provided on p. 3.

1. Tucks are narrow, stitched, folds of fabric.

2. Tucks are used for a fashionable touch.

3. Mark tucks with a method suitable for the fabric.

4. Tucks can be stitched on the right side of the garment.

5. Stitch tucks along the fold line.

6. Press tucks flat and in one direction as indicated by pattern guide.

Student Self-Check

PLEATS

Directions: On a separate sheet of paper write the numbers of the statements below which are TRUE in relation to pleats.

1. Pleats are fabric folds.

2. Pleats are formed on the wrong side or right side of the fabric.

3. Pleats are marked with tailor tacks.

4. Follow your pattern guidesheet for making pleats

5. Pleats should be lightly pressed.

6. Press pleats along foldline.

7. Topstitch pleats through all thicknesses.

8. Edgestitch along fold seam top to bottom.

Student Self-Check

ANSWERS
TUCKS

1, 3, 4, 6

Student Self-Check

ANSWERS
PLEATS

1, 2, 4, 6, 7

Evaluator's Final Checklist

MAKING TUCKS AND PLEATS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When making tucks the student:			
1. Marked stitching lines of each tuck.	( )	( )	( )
2. Folded tuck according to design.	( )	( )	( )
3. Matched stitching lines, pinned, and basted in place.	( )	( )	( )
4. Stitched tuck.	( )	( )	( )
5. Pressed each tuck flat.	( )	( )	( )
B. When making pleats the student:			
1. Marked fold and placement lines.	( )	( )	( )
2. Removed pattern.	( )	( )	( )
3. Sewed garment sections according to guide sheet.	( )	( )	( )
4. Brought foldlines to placement lines and pinned in place.	( )	( )	( )
5. Basted each pleat.	( )	( )	( )
6. Stitched pleats in place.	( )	( )	( )
7. Pressed pleat foldlines.	( )	( )	( )

CLOTHING AND TEXTILES

SEAMS

INTRODUCTION

Seams are the starting point of every garment — they hold two pieces of fabric together. Plain seams are the simplest and the most commonly used seams. They require only one row of stitches. Other types of seams may be used for a decorative and/or constructive purpose. Seams which require more than one row of stitches are the french seam, flat-felled seam, lapped seam, and the eased seam. All seams require that the seam edges be placed together with the sewing lines and notches matching exactly. Seams may be pinned or basted together before they are stitched. In this module you will learn to construct a plain, lapped, french, flat-felled, and an eased seam.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you have completed this module, you will be able to correctly identify seam types and accurately demonstrate the preparation of the plain seam and a minimum of 2 other seam types of your own choosing.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SEAMS.

LEARNING ACTIVITIES

1. VIEW transparencies on plain and eased seams,

   and/or _____.

2. VIEW filmloops to see a demonstration of plain and eased seam construction,

   and/or _____.

3. READ about plain, eased, lapped, french, and flat-felled seams used in clothing construction in a reference provided by your instructor,

   and/or _____.

4. READ Student Information, SEAM DEFINITIONS, p. 2.

   and/or _____.

5. COMPLETE Student Self-Check, SEAM SELECTION, p. 3.

6. READ about directional stitching in a reference provided by your instructor to determine the position of fabric and pin basting before stitching,

   and/or _____.

7. CONSTRUCT a seam on a section of your garment which is appropriate for the unit being constructed,

   and/or _____.

8. CONSTRUCT a seam which requires ease stitching,

   and/or _____.

9. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

SEAM DEFINITIONS

Plain Seam

A plain seam is made with one line of stitching with the right sides of the fabric pieces together. Seam edges and notches are matched exactly before stitching this easy-to-do seam. This seam is an excellent choice for all straight or curved seams in fabric which does not ravel easily.

Eased Seam

An eased seam is a plain seam which is placed in an area in which two pieces of fabric do not match in length or curve shape. A gathering stitch is placed on the larger of the two pieces to be matched. The seam edges and notches are matched by pulling the gathering (ease) thread. This seam is used for armholes, elbow, and bust areas, and other areas of length adjustment.

Lapped Seam

A lapped seam is used in areas which join two unfinished edges together or one finished edge to an unfinished edge. The seam is often used to prevent bulky overlapping when joining pieces of interfacing. It is most often seen in the yoke area of garments. The upper garment section of a yoke is folded on the sewing line and placed on the sewing line of the lower area of the garment. One or two rows of machine stitching may be used to construct a lapped seam.

French Seam

The french seam is a seam witnin a seam. When this seam is finished it provides its own seam finish. The first seam of the french seam is made on the right side of the fabric, matching notches, about ⅜" from the edge of the fabric. The second seam encloses the first seam on the wrong side of the fabric. The french seam is used for straight areas only which require a durable, finished seam.

Flat-Felled Seam

The flat-felled seam is a very durable finished seam with a tailored appearance. It starts with a plain seam on the right side of the garment. The finishing process requires the top side of the seam to be folded over the trimmed underside of the seam. Top stitches near the edge of the fold give the tailored finish. This seam is used in tailored garments and most sportswear.

Student Self-Check

SEAM SELECTION

Directions: On a separate sheet of paper number from 1-12. Answer each statement with one of these words.

1. Plain
2. Eased
3. Lapped
4. French
5. Flat-felled

Each work may be used more than once. Check your answers with those provided on p. 4.

_____ 1. Seam used for areas which need a durable, enclosed seam with outside decorative stitches.

_____ 2. Seam used for two pieces of fabric which are unequal in length.

_____ 3. Seam used for curves in fabric which go in the opposite direction.

_____ 4. Seam used for durable sport clothes.

_____ 5. Seam used when applying a yoke to a gathered section of the bodice.

_____ 6. Seam used for an enclosed, durable, straight seam which cannot be seen on the right side of the garment.

_____ 7. Seam used for straight or curved areas which do not ravel easily.

_____ 8. Seam used to join sections of interfacing togehter, eliminating bulk.

_____ 9. Seam used for an enclosed finished seam for very sheer or ravely fabrics.

_____ 10. Seam used for placing a set-in sleeve in the armhole of the garment.

_____ 11. Seam used for easy, quick sewing in fabric that does not ravel easily.

_____ 12. Seam used for 2 rows of stitches on the outside of a garment which provide a seam finish and a tailored look.

Student Self-Check

ANSWERS
SEAM SELECTION

1. Flat-felled
2. Eased
3. Eased
4. Flat-felled
5. Lapped
6. French
7. Plain
8. Lapped
9. French
10. Eased
11. Plain
12. Flat-felled

Evaluator's Final Checklist

SEAMS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE

A. When constructing a seam, the student:
(Check only the one which applies to your selection.)

1. Plain Seam
   a) Pinned seam, right sides together. ( ) ( ) ( )
   b) Stitched along seam line. ( ) ( ) ( )
   c) Pressed seam flat. ( ) ( ) ( )
   d) Clipped or notched as directed by pattern; pressed seam open. ( ) ( ) ( )
2. Lapped Seam
   a) Marked seamlines. ( ) ( ) ( )
   b) Lapped the edge of one side over the other with the seamlines meeting in the center ( ) ( ) ( )
   c) Stitched through the center of the marked seamlines using either a straight stitch or a wide zigzag stitch. ( ) ( ) ( )
   d) Trimmed seam allowance on both sides close to the stitching. ( ) ( ) ( )
3. French Seam
   a) Pinned seams, wrong sides together. Stitched within seam allowance, about ¼" wide seam. ( ) ( ) ( )
   b) Enclosed the first seam by placing right sides together; creased along stitched edge. Pressed. ( ) ( ) ( )
   c) Stitched on seamline. Pressed seam to one side. ( ) ( ) ( )
4. Flat-Felled Seam
   a) Pined seam, wrong sides together. Stitched on seamline. ( ) ( ) ( )
   b) Pressed seam to one side. ( ) ( ) ( )
   Trimmed the inner seam allowance to ¼". ( ) ( ) ( )
   c) Turned under edge of other seam allowance and placed over narrow seam allowance. ( ) ( ) ( )
   d) Stitched close to folded edge. ( ) ( ) ( )

Evaluator's Final Checklist

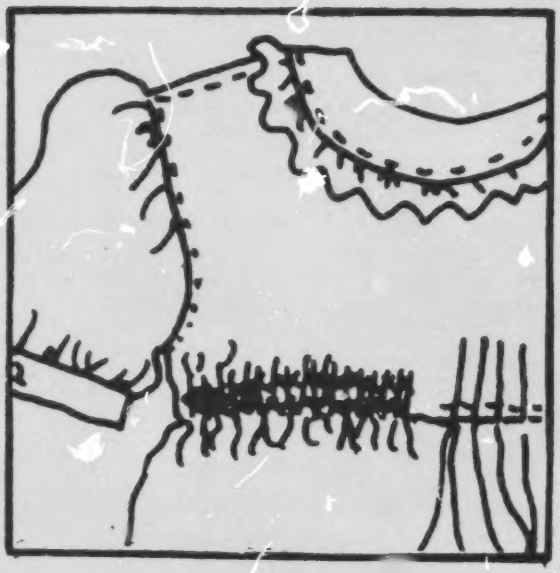
SEAMS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
5. The seam selected and made by the student:			
a) Was selected for the type of fabric and use of the garment.	( )	( )	( )
b) Was stitched evenly.	( )	( )	( )
c) Had no puckers or bulk.	( )	( )	( )
d) Was trimmed properly.	( )	( )	( )
e) Was pressed neatly and flat.	( )	( )	( )
f) Had a neat overall appearance.	( )	( )	( )
B. When constructing an eased seam, the student:			
1. Placed rows of machine-basted stitches as directed on guidesheet.	( )	( )	( )
2. Pinned basted edge to corresponding garment edge with right sides together matching markings.	( )	( )	( )
3. Distributed fullness and pin basted.	( )	( )	( )
4. Stitched garment sections together evenly with no puckers or bulk.	( )	( )	( )
5. Pressed seam neatly and flat.	( )	( )	( )
6. Trimmed or clipped seam properly to give neat flat appearance.	( )	( )	( )
7. Matched in design and direction of nap if applicable.	( )	( )	( )

CLOTHING AND TEXTILES

SEAM FINISHES



INTRODUCTION

Threads may separate from the edges of a plain seam allowance. Normal wear, washing, drying, and ironing cause threads to ravel. Loose threads cannot be controlled in fabrics which are not tightly woven or knitted. Most garments made of fabric which will ravel need special seam finishes. Sewing, trimming, or binding seam allowance edges keeps the inside and the outside of the garment neat. In this module you will learn to identify and construct seam finishes according to fabric and garment needs.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to select a seam finish appropriate for the fabric and correctly demonstrate a finishing and binding technique.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SEAM FINISHES.

LEARNING ACTIVITIES

1. READ Student Information, SEAM FINISH DEFINITIONS, p. 2.

2. INSPECT seam allowances in selected garments which have frayed, pulled out, stretched, raveled, and/or unpressed seams,

   and/or _____.

3. INSPECT seam allowances in selected garments which are made of knit and tightly woven fabrics,

   and/or _____.

4. READ about seam finishes in a reference provided by your instructor,

   and/or _____.

5. VIEW filmstrip on stitching and pinking seams,

   and/or _____.

6. VIEW filmloop on seam finishes,

   and/or _____.

7. READ about directional stitching in a reference provided by your instructor,

   and/or _____.

8. COMPLETE Student Self-Check, SEAM FINISHES, p. 3.

9. CONSTRUCT a seam finish on a section of your garment which is appropriate for the type and weight of fabric,

   and/or _____.

10. READ about binding as an edge finish in a reference provided by your instructor,

    and/or _____.

11. BIND raw edges on a neckline with or without a placket,

    and/or _____.

12. WORK with your instructor to plan and carry out a related FHA/HERO activity,

    and/or _____.

13. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

SEAM FINISH DEFINITIONS

Pinked Seams
Cut them close to the raw edge with pinking shears.

Stitched and Pinked Seams
Stitch the seam allowance near the raw edge then pink on the outside of the stitching.

Turned and Stitched Seams
Turn the edges under about 1/8" and machine stitch along the fold.

Hand Overcasting
Gently pull hand-done overcast stitches over the raw edge of the seam allowance. Place each stitch about ½" apart.

Machine Zigzag
Zigzag with the machine over or near the raw edge of the seam allowance.

Bound
Stitch a separate strip of seam binding to each raw edge of seam allowance.

Directional Stitching
Stitching on fabric in a direction which smooths the threads and prevents raveling and stretching.

Weight of fabric
The thread size produces a light, medium, or heavy weight fabric. This weight makes fabric suitable for a particular use or season of the year.

Student Self-Check

SEAM FINISHES

Directions: On a separate sheet of paper number 1-7. Select TWO correct answers for each multiple choice question. Place the letters to the right of the numbers which make the sentence correct. Check your answers with those provided on p. 4.

1. Seam finishes are applied to plain seams to:

   a. make the inside of the garment as neat as the outside.
   b. prevent raveling.
   c. give the garment "longer life".
   d. give the student knowledge in making seam finishes.

2. Before selecting a type of seam finish, check the fabric for:

   a. name.
   b. weight.
   c. width.
   d. tendency to ravel.

3. Washable fabrics which receive a lot of wear should have seam finishes which are:

   a. pinked.
   b. turned and stitched.
   c. machine zigzagged.
   d. hand overcast.

4. A pinked edge finish is especially suitable for:

   a. woven fabrics that ravel very little.
   b. woven fabrics that ravel a lot.
   c. knit fabrics.
   d. gauze type fabrics.

5. Seam finishes are placed on:

   a. pressed open seams.
   b. pressed closed seams.
   c. the edge of a single thickness of fabric.
   d. the edges of double thicknesses of fabric.

6. Very heavy fabrics which ravel a lot require a seam finish which is:

   a. pinked.
   b. turned and stitched.
   c. hand overcast.
   d. bound.

7. Directional stitching is important in seam finishes because it is:

   a. neater and smoother.
   b. smaller stitches.
   c. zigzag stitches.
   d. a stitch which prevents stretching of edges.

Student Self-Check

ANSWERS
SEAM FINISHES

1. b, c
2. b, d
3. b, c
4. a, c
5. a, c
6. c, d
7. a, d

Evaluator's Final Checklist

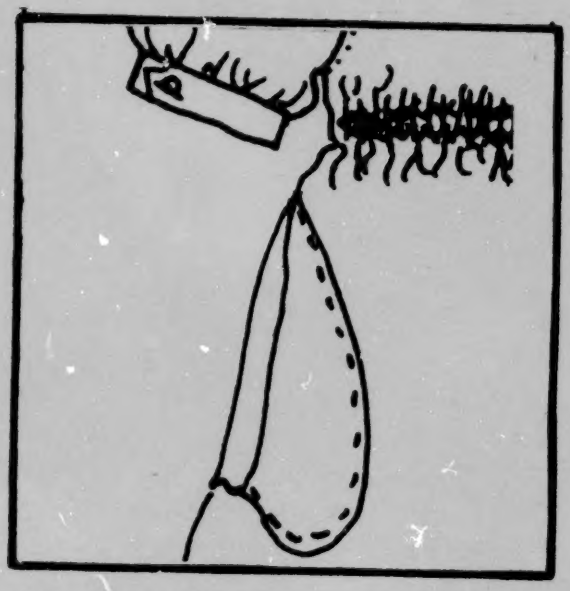
SEAM FINISHES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When finishing a seam the student: (Check only the one which applies to your selection.)			
1. Turned-Under or Clean-Finish Edge			
a) Turned under seam allowance.	( )	( )	( )
b) Stitched close to folded edge.	( )	( )	( )
c) Pressed flat and smooth.	( )	( )	( )
2. Stitched and Pinked			
a) Placed line of stitching in seam allowance.	( )	( )	( )
b) Pinked edge next to stitching.	( )	( )	( )
c) Pressed flat and smooth.	( )	( )	( )
3. Zigzagged			
a) Set stitch for desired length and width.	( )	( )	( )
b) Stitched near edge or over edge.	( )	( )	( )
c) Pressed flat and smooth.	( )	( )	( )
B. When binding raw edges of a neckline with placket the student:			
1. Cut binding strip.	( )	( )	( )
2. Opened zipper.	( )	( )	( )
3. Pinned binding to garment.	( )	( )	( )
4. Stitched binding to garment, pressed flat.	( )	( )	( )
5. Trimmed excess binding at ends.	( )	( )	( )
6. Folded ends of binding back and trimmed across corners and seam allowance.	( )	( )	( )
7. Brought binding up over seam allowance to the inside of garment, pressed.	( )	( )	( )
8. Finished raw edge along seamline.	( )	( )	( )
C. When binding raw edges of a neckline without placket the student:			
1. Cut strip for type of binding described.	( )	( )	( )
2. Folded back starting end and aligned with seamline.	( )	( )	( )
3. Stitched just to the beginning fold.	( )	( )	( )
4. Trimmed excess binding, lapped over beginning fold, and stitched.	( )	( )	( )
5. Slipstitched binding ends together.	( )	( )	( )
6. Finished according to binding type.	( )	( )	( )
D. The seam finishes and/or bound edges selected and made by the student:			
1. Were appropriate for the selected fabric.	( )	( )	( )
2. Were sewed neatly with no loose threads exposed.	( )	( )	( )
3. Were pressed neatly and opened flat.	( )	( )	( )
4. Had an overall, neat appearance.	( )	( )	( )

CLOTHING AND TEXTILES

POCKETS



INTRODUCTION

Pockets come in all shapes and sizes. They can be set into the garment itself, attached to seam allowances, or applied to the outside of the garment. Each type of pocket requires its own unique method of application. In this module you will learn how to make patch pockets and pockets attached to seam allowances.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to make an inseam pocket and a patch pocket.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, POCKETS.

LEARNING ACTIVITIES

1. READ and STUDY about inseam and patch pockets in a reference provided by your instructor,

   and/or _____.

2. VIEW transparencies on pockets provided by your instructor,

   and/or _____.

3. OBSERVE as your instructor demonstrates inseam and patch pockets,

   and/or _____.

4. PRACTICE making inseam pockets and/or patch pockets following the steps provided by your instructor,

   and/or _____.

5. COMPLETE Student Self-Check, POCKETS, p. 2.

6. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

POCKETS

Directions: On a separate sheet of paper, number from 1-8. Beside each number, fill in the blank with the correct term, either inseam or patch. Check your answers against those provided on p. 3.

1. _____ pockets are stitched into seam allowances.

2. _____ pockets do not require top-stitching.

3. _____ pockets are on the outside of a garment.

4. _____ pockets are located in front seams of princess-style dresses.

5. _____ pockets which are located in the side seams of slacks.

6. _____ pockets require top stitching close to a folded edge.

7. _____ pockets require reinforcement stitches at the top corners.

8. _____ pockets require more skill than in straight, even stitching.

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Student Self-Check

ANSWERS
POCKETS

1. Inseam
2. Inseam
3. Patch
4. Inseam
5. Inseam
6. Patch
7. Patch
8. Patch

Evaluator's Final Checklist

POCKETS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When making an inseam pocket the student:			
1. Pinned and stitched pocket sections, right sides together, to extensions on garment sections.	( )	( )	( )
2. Trimmed seams and pressed open.	( )	( )	( )
3. Pinned and stitched garment sections together along seamline matching markings.	( )	( )	( )
4. Reinforced corners with small stitches.	( )	( )	( )
5. Clipped seam allowance of back section at ends of pocket.	( )	( )	( )
6. Pressed.	( )	( )	( )
B. When making a patch pocket the student:			
1. Finished top edge of pocket.	( )	( )	( )
2. Turned top edge to right side on fold line.	( )	( )	( )
3. Stitched around sides and lower edge of pocket on seamline.	( )	( )	( )
4. Trimmed and notched edge.	( )	( )	( )
5. Trimmed hem to wrong side, pulling out corners.	( )	( )	( )
6. Rolled machine stitching to underside.	( )	( )	( )
7. Pressed seam allowance to wrong side.	( )	( )	( )

CLOTHING AND TEXTILES

LAPPED ZIPPERS

INTRODUCTION

In lapped zipper applications, one side of the opening forms a lap over the zipper and conceals it. Your choice of method will depend upon your pattern, fabric, and preference. In this module you will learn to apply a lapped zipper.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to insert a zipper using the lapped zipper method and/or the fly-front method.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, LAPPED ZIPPERS.

LEARNING ACTIVITIES

1. READ about lapped zippers in a reference provided by your instructor,

   and/or _____.

2. VIEW a filmloop on the machine method of inserting a lapped zipper,

   and/or _____.

3. COMPLETE Student Self-Check, LAPPED ZIPPERS, p. 2.

4. INSERT a zipper in your garment or in a fabric sample following lapped zipper application methods,

   and/or _____.

5. READ standard fly-front zipper application in a reference provided by your instructor,

   and/or _____.

6. COMPLETE Student Self-Check, STANDARD FLY-FRONT ZIPPER, p. 2.

7. INSERT a standard fly-front zipper in your garment following the steps on your pattern guide sheet or in fabric sample following the steps in Learning Activity 5,

   and/or _____.

8. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

LAPPED ZIPPER

Directions: On a separate sheet of paper, rewrite the following steps for applying a lapped zipper, placing them in the order that they would be performed. Check your answers with those on p. 3.

1. Rip the bastings and top press the zipper area carefully before continuing construction of the garment.

2. Machine baste the opening closed. Press seam open. With zipper open and face down, stitch one edge against the seam allowance of the back side of the garment.

3. With the zipper closed, open the placket area flat under the machine needle. Stitch across the bottom end of the zipper tape and along the woven guide, fastening the zipper to the front side of the garment.

4. Turn the zipper right side up and stitch again, this time through a double thickness of the seam allowance.

Student Self-Check

FLY-FRONT ZIPPER

On a separate sheet of paper, write the word or words needed to complete each statement about fly-front zippers. Check your answers with those on p. 3.

1. The fly-front zipper is used as a front closing in _____ or _____.

2. The fly-front zipper is a variation of the _____ _____.

3. The seam allowance which creates the large lap of the fly-front zipper is _____ _____.

4. The folded edge of the seam allowance that is placed next to the zipper teeth is called the _____.

5. The folded edge of the seam allowance that is placed along the center front to cover the zipper is called the _____.

6. The zipper take above the upper edge of the garment should be _____.

7. The lower end of the fly-front opening is reinforced with a _____.

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Student Self-Check

ANSWERS
LAPPED ZIPPER

In correct order:

2

4

3

1

Student Self-Check

ANSWERS
FLY-FRONT ZIPPER

1. Pants, skirts, or shorts
2. Lapped zipper
3. Extra wide
4. Underlap
5. Overlap
6. Trimmed
7. Bartack

Evaluator's Final Checklist

LAPPED ZIPPERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When inserting the lapped zipper the student:			
1. Basted zipper opening together.	( )	( )	( )
2. Pressed seam open.	( )	( )	( )
3. Opened zipper; placed face down on seam allowance	( )	( )	( )
4. Placed zipper teeth on seamline.	( )	( )	( )
5. Basted.	( )	( )	( )
6. Closed zipper; turned face up.	( )	( )	( )
7. Smoothed away fabric from zipper.	( )	( )	( )
8. Topstitched through folded seam allowance.	( )	( )	( )
9. Spread garment flat with zipper face down.	( )	( )	( )
10 Turned pull-tab up.	( )	( )	( )
11. Stitched.	( )	( )	( )
12. Pressed.	( )	( )	( )
13. Removed seam basting.	( )	( )	( )

Evaluator's Final Checklist

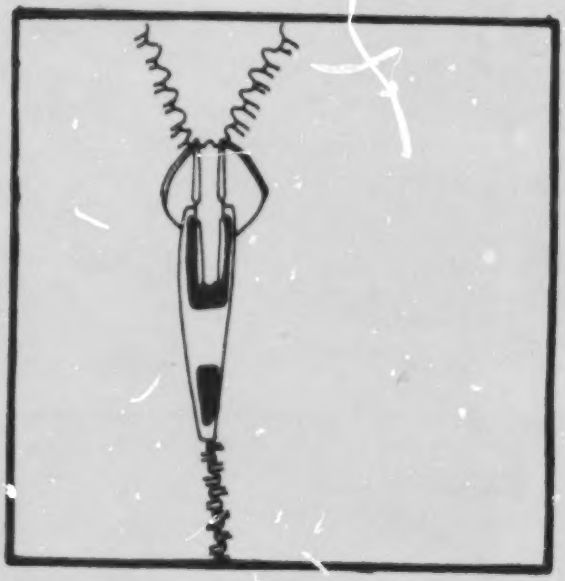
LAPPED ZIPPERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
B. When inserting the fly-front zipper the student:			
1. Transferred pattern markings to right side of garment.	( )	( )	( )
2. Reinforced inner corner at bottom of center front opening.	( )	( )	( )
3. Finished straight edges of center front extensions.	( )	( )	( )
4. Stitched center front seam to dot.	( )	( )	( )
5. Clipped fabric to dot.	( )	( )	( )
6. Clipped curved edges.	( )	( )	( )
7. Pressed stitched seam open.	( )	( )	( )
8. Pressed right front extension to inside along foldline	( )	( )	( )
9. Pressed left front extension to inside along foldline.	( )	( )	( )
10. Stitched extensions at upper edge.	( )	( )	( )
11. Placed zipper face up.	( )	( )	( )
12. Placed left extension fold along side of zipper teeth.	( )	( )	( )
13. Stitched on folded edge.	( )	( )	( )
14. Lapped right front extension over zipper and left front, matching centers, and pinned.	( )	( )	( )
15. Basted through all thicknesses on center front line.	( )	( )	( )
16. Pinned front stitching line to remaining zipper tape.	( )	( )	( )
17. Basted on stitching line.	( )	( )	( )
18. Stitched on basted line.	( )	( )	( )
19. Removed basting.	( )	( )	( )
20. Pressed finished zipper.	( )	( )	( )

CLOTHING AND TEXTILES

CENTERED/SEPARATED/INVISIBLE ZIPPERS



INTRODUCTION

The centered zipper is usually placed in the center back seam or center front seam of a garment. The invisible zipper cannot be seen from the right side of the garment. A separating zipper might be used in a jacket. In this module you will learn how to apply a centered zipper.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to select and insert a centered zipper, invisible zipper and/or separating zipper for a garment.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CENTERED/SEPARATED/INVISIBE ZIPPERS.

LEARNING ACTIVITIES

1. READ about centered and/or invisible zippers in a reference provided by your instructor,

   and/or _____.

2. VIEW filmloops on centered zippers and/or hidden (invisible) zippers using a special foot,

   and/or _____.

3. VIEW teacher demonstration of zipper applications,

   and/or _____.

4. COMPLETE Student Self-Check, ZIPPERS, on p. 2.

5. INSERT a zipper in your garment following centered, separating, and/or invisible zipper application methods and your pattern guide sheet,

   and/or _____.

6. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

CENTERED/SEPARATED/INVISIBLE ZIPPERS

Directions: On a separate sheet of paper, number from 1-12. Complete these sentences by writing the word that has been left out by the number which corresponds to the statement. When finished, check your answers with the ones provided on p. 3.

1. Before applying a zipper, replace the presser foot on the sewing machine with the _____ foot.

2. Stitch the seam where the zipper is to go in a centered zipper and a separating zipper by using a machine _____ stitch.

3. When machine basting the centered zipper tape to the seam allowance, place the _____ of the zipper along the seamline.

4. When machine stitching, always make sure the foot of the machine is on the side of the needle _____ the zipper teeth.

5. A seam must not be basted closed when applying an _____ zipper.

6. The fabric on either side of the zipper teeth is called the zipper _____.

7. Invisible zippers have the zipper teeth completely concealed by the _____ _____.

8. Invisible zippers are especially useful in fabrics which may _____ easily.

9. When applying an invisible zipper, a special zipper _____ is required.

10. Centered or separated zippers are preferred for heavy, thick fabrics to reduce _____.

11. Except for the pull tab, the _____ zipper looks like a regular seam.

12. Centered and separated zippers have straight top stitching which is the same distance from the _____ of the seam allowance.

Student Self-Check

ANSWERS
ZIPPERS
(CENTERED/SEPARATED/INVISIBLE)

1. Zipper
2. Basting
3. Teeth
4. Opposite
5. Invisible
6. Tape
7. Zipper tape
8. Snag
9. Foot
10. Bulk
11. Invisible
12. Center

Evaluator's Final Checklist

CENTERED/SEPARATED/INVISIBLE ZIPPERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When inserting a centered zipper the student:			
1. Basted the zipper opening together.	( )	( )	( )
2. Pressed seam open.	( )	( )	( )
3. Opened zipper; placed face down.	( )	( )	( )
4. Basted.	( )	( )	( )
5. Closed zipper.	( )	( )	( )
6. Spread garment flat with zipper face down on seam allowance.	( )	( )	( )
7. Turned garment to outside.	( )	( )	( )
8. Stitched straight and same distance from center of seam allowance.	( )	( )	( )
9. Pressed neatly.	( )	( )	( )
10. Removed seam basting.	( )	( )	( )
B. When inserting a separating zipper, the student:			
1. Basted zipper opening together.	( )	( )	( )
2. Pressed seam open.	( )	( )	( )
3. Positioned closed zipper face down on seam allowance.	( )	( )	( )
4. Placed zipper teeth on seamline.	( )	( )	( )
5. Basted both sides of zipper tape to seam allowance.	( )	( )	( )
6. Topstitched each side of zipper.	( )	( )	( )
7. Removed basting.	( )	( )	( )
8. Stitched straight and same distance from seam allowance.	( )	( )	( )

Evaluator's Final Checklist

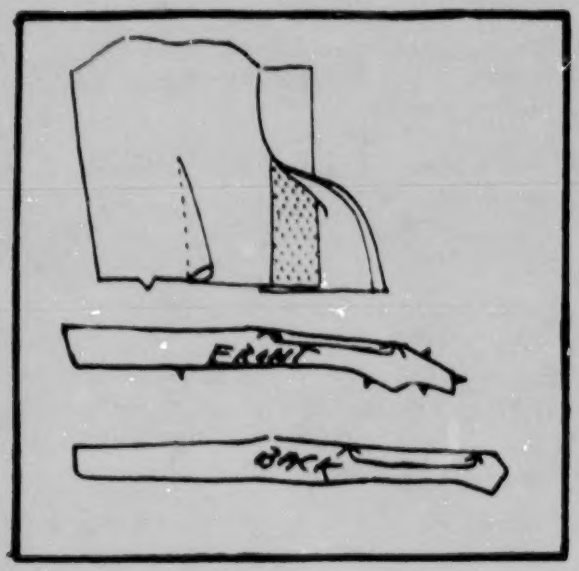
CENTERED/SEPARATED/INVISIBLE ZIPPERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
C. When inserting an invisible zipper the student:			
1. Attached invisible zipper foot.	( )	( )	( )
2. Pressed zipper tape.	( )	( )	( )
3. Placed open zipper face down on right side of fabric, coil along seamline; pinned; stitched.	( )	( )	( )
4. Pinned unstitched side of zipper tape along opposite seamline and stitched.	( )	( )	( )
5. Attached regular presser foot and stitched remaining seam.	( )	( )	( )
6. Stitched zipper tape to each side of seam allowance.	( )	( )	( )
7. Pressed neatly.	( )	( )	( )
8. Had a zipper which looks like a seam, with only the tab showing.	( )	( )	( )

CLOTHING AND TEXTILES

FACINGS AND INTERFACINGS



INTRODUCTION

Facings and interfacings are essential parts of clothing construction. Interfacings provide support and help shape the garment. Facings finish the cut edges of the garment and are most often used at neckline, front and back openings, armholes, and waistbands. In this module you will learn how to make and apply interfacings and facings to the garment you have selected to construct, if applicable.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to apply facings and interfacings to a garment.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, FACINGS AND INTERFACINGS.

LEARNING ACTIVITIES

1. READ and STUDY about interfacings in a reference provided by your instructor,

   and/or _____.

2. READ and STUDY about facings in a reference provided by your instructor,

   and/or _____.

3. VIEW filmloops or transparencies on interfacings,

   and/or _____.

4. OBSERVE as your instructor demonstrates applying interfacings and attaching facings,

   and/or _____.

5. COMPLETE Student Self-Check, FACINGS AND INTERFACINGS, p. 2.

6. APPLY the interfacing and facing portion in a garment or on a fabric sample,

   and/or _____.

7. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

FACINGS AND INTERFACINGS

Directions: Complete the statement by filling in the appropriate word or words. Write your answers on a separate sheet of paper. Check your answers against those provided on p. 3.

1. Two types of facings are _____ facings and _____ facings.

2. A _____ facing is exactly the shape of the area to be faced.

3. A _____ facing is made from a bias strip which is pressed to the shape of the garment.

4. Shaped facings are sewn together by matching _____.

5. The outside of the facing edge should be _____ for a neat appearance and to prevent ravelling.

6. Facings are pinned to the _____ side of the garment and stitched.

7. After stitching facings to a garment, you must _____ seams, press seams toward _____, and _____ seam allowance to the facings.

8. To complete the facing, you may either _____ at seamlines or _____ in the seamline.

9. The types of interfacing fabrics available are _____, _____, _____, and _____.

10. A _____ interfacing can be attached to the garment by pressing with a steam iron.

11. Interfacing should be the same _____ and should have the same _____ _____ as the garment.

12. When using a _____ interfacing, you should trim away the seam allowance before pressing. They are not needed and will add bulk.

13. Interfacing is also used in _____ and _____ to give body.

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Student Self-Check

ANSWERS
FACINGS AND INTERFACINGS

1. Shaped, bias
2. Shaped
3. Bias
4. Notches
5. Finished
6. Right
7. Grade, facing, understitch
8. Tack, stitch-in-the-ditch
9. Woven, non-woven, fusible, non-fusible
10. Fusible
11. Weight, care requirements
12. Fusible
13. Collars, cuffs

Evaluator's Final Checklist

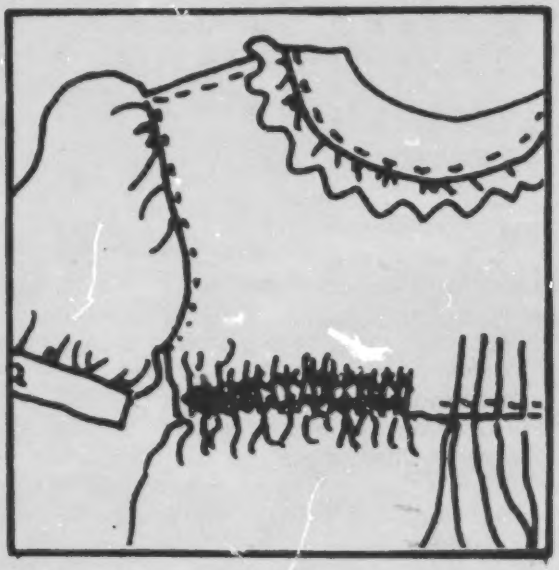
FACINGS AND INTERFACINGS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When constructing interfacings, the student:			
1. Nonfusible			
a) Cut out interfacings properly.	( )	( )	( )
b) Pinned interfacings to wrong side of garment.	( )	( )	( )
c) Basted interfacings to garment.	( )	( )	( )
2. Fusible or iron-on			
a) Cut out interfacings properly.	( )	( )	( )
b) Positioned adhesive side of interfacing toward wrong side of corresponding garment section.	( )	( )	( )
c) Fused interfacing in place, following instructions with product.	( )	( )	( )
B. When constructing facings, the student:			
1. Staystitched facings on curved sides.	( )	( )	( )
2. Interfaced facings.	( )	( )	( )
3. Matched notches and markings, pinned and stitched.	( )	( )	( )
4. Understitched unit where necessary.	( )	( )	( )
5. Trimmed and graded seam allowances.	( )	( )	( )
6. Pressed seams open.	( )	( )	( )
7. Finished outer edges of facing unit.	( )	( )	( )

CLOTHING AND TEXTILES

WAISTBANDS AND CASINGS



INTRODUCTION

Waistline finishes found in patterns vary in style from time to time. The principles of construction, however, apply to all styles of waistline finish. It is important that the garments be smooth with no bulges or ripples at the waistline. Waistbands are neat and retain their shape if an interfacing is applied to grain perfect fabric. Castings remain free from bulges if the fold is even on grain perfect fabric and did not become stretched during the measuring process. In this module you will construct a waistband or a casting.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to attach a waistband and/or prepare a waist line casing.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, WAISTBANDS AND CASINGS.

LEARNING ACTIVITIES

1. READ and STUDY about waistline finishes in a reference provided by your instructor,

   and/or _____.

2. VIEW transparencies on waistbands,

   and/or _____.

3. READ and STUDY about casings in a reference provided by your instructor,

   and/or _____.

4. READ Student Information, WAISTBANDS AND CASINGS, p. 2.

5. OBSERVE as your instructor demonstrates the construction of waistbands and casings,

   and/or _____.

6. COMPLETE Student Self-Check, WAISTBANDS AND CASINGS, p. 3.

7. CONSTRUCT and APPLY a waistband and/or a casing as appropriate for your garment,

   and/or _____.

8. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

WAISTBANDS AND CASINGS

Waistbands

Remember when making a waistband to:

1. Measure the length of the waistband four inches longer than your waistline measurement.

2. If possible cut the waistband lengthwise of the fabric, as the lengthwise threads are stronger.

3. Interfaced waistbands are stronger and firmer and do not stretch. Pattern guide sheets help you apply interfacing correctly.

4. Fold the waistband lengthwise with the right sides of the fabric together.

5. Stitch one end seam allowance straight from the fold to the raw edge. Stitch the other end in a "L" shape from fold to seam allowance for the overlap. Complete the "L" by turning the corner and sewing two inches on the bottom seam line. Reinforce stitching on both ends.

6. Grade seams which are bulky and cannot be pressed open. Grading consists of trimming the side of the seam nearest the wrong side of the garment slightly narrower.

7. When trimming seams around square corners, cut larger triangles off each corner or point about 1/16" away from the machine stitching. If after turning there is still too much fullness, trim the entire seam narrower and a little more off the corners.

8. Waistbands may be attached to garment before ends are stitched.

9. Secure inner bottom edge of waistband with hand stitches or topstitching.

Casings

1. Fabric should be straightened before pattern is placed on grain of fabric.

2. Fabric which is not straightened will roll and bind when folding a casing on the casing line.

3. Casings must be measured evenly from the raw edge to the fold.

4. Raw edges of casing must be finished by turning under, binding, taping, or machine zigzag stitching.

5. Leave opening in hem or seam of casing to insert elastic, belt, drawstring, etc.

Student Self-Check

WAISTABANDS AND CASINGS

Directions: Number 1-9 on a separate sheet of paper. Select the correct answer and write it by the number. Check your answers with those provided on p. 4.

1. Turn waistband corners right side out and pick with a (seam ripper/straight pin) until perfectly square.

2. Try to pick by pulling on the (machine/fabric) threads.

3. Press the corner taking extreme care that the underside of the seam does not show on the (top/bottom) side of the garment.

4. If a turned corner is bulky and will not lie smooth and flat, trim more fabric from the (seams/corners/both).

5. Grading seams consists of trimming more fabric of the side of the seam nearest the (wrong/right) side of the fabric.

6. Interfaced waistbands are (stronger and firmer/easier to make).

7. Secure threads at the ends of seams by (overstitching/backstitching) four or five stitches.

8. Measure the waistband about (four/six) inches longer than the waist measurement.

9. Cut waistbands from the (crosswise/lengthwise) direction of the fabric.

Student Self-Check

ANSWERS
WAISTBANDS AND CASINGS

1. Straight pin
2. Machine
3. Top
4. Both
5. Wrong
6. Stronger and firmer
7. Backstitching
8. Four
9. Lengthwise

Evaluator's Final Checklist

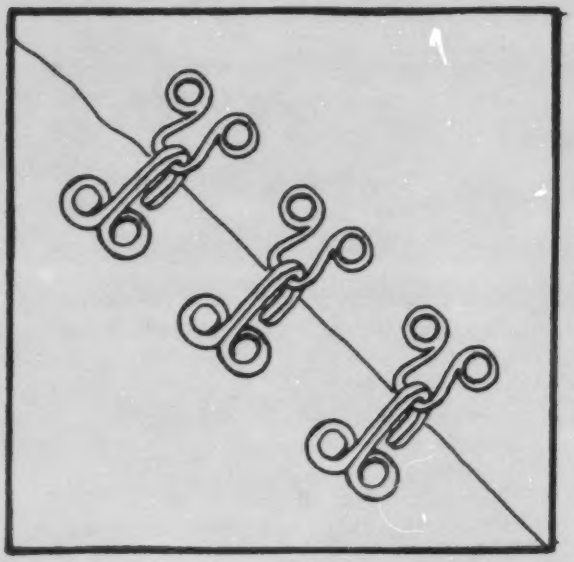
WAISTBANDS AND CASINGS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When making a waistband the student:			
1. Cut waistband.	( )	( )	( )
2. Applied interfacing.	( )	( )	( )
3. Folded waistband lengthwise through center, right sides together.	( )	( )	( )
4. Stitched across ends from fold to seam allowance.	( )	( )	( )
5. Secured stitching.	( )	( )	( )
6. Trimmed seams and corners, pressed seam flat.	( )	( )	( )
7. Turned waistband to the right side.	( )	( )	( )
8. Picked out corners and pressed flat and smooth.	( )	( )	( )
9. Secured the inner bottom edge of waistband with small, even hand stitches or topstitching which is straight and close to the edge.	( )	( )	( )
B. When making a casing the student:			
1. Marked fold line forming casing.	( )	( )	( )
2. Finished any raw edge of fabric.	( )	( )	( )
3. Pressed finished raw edge to inside along the foldline.	( )	( )	( )
4. Pinned and stitched, leaving any desired opening.	( )	( )	( )
5. Made any desired second row of stitching close to fold edge.	( )	( )	( )
6. Pressed smooth and flat.	( )	( )	( )

CLOTHING AND TEXTILES

FASTENERS



INTRODUCTION

Selection and application of fasteners for openings on clothing requires careful consideration. Openings should be evaluated for strain and final appearance. Some openings may have little to no strain and require only a snap closure, while other openings may require a stronger fastener to keep the garment from pulling apart. Some openings require a neat flat overlap while others just meet each other for the closure. In this module you will learn how to apply the following fastener(s) to your garments: snaps, hooks and eyes, nylon tape fasteners, straight belts, and belt loops.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to apply an appropriate fastener to a garment and/or chain-type belt loops.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, FASTENERS.

LEARNING ACTIVITIES

1. READ and STUDY about snaps, hooks and eyes, and nylon tape fasteners in a reference provided by your instructor,

   and/or _____.

2. OBSERVE as your instructor demonstrates the application of snaps, hooks and eyes, and/or nylon tape fasteners,

   and/or _____.

3. VIEW transparencies on snaps and hooks,

   and/or _____.

4. COMPLETE Student Self-Check SEWING ON FASTENERS, p. 2.

5. APPLY snaps, hooks and eyes, and/or nylon tape fasteners to a garment or fabric sample,

   and/or _____.

6. READ and STUDY about belts and belt loops in a reference provided by your instructor,

   and/or _____.

7. OBSERVE as your instructor demonstrates belt and belt loop construction,

   and/or _____.

8. COMPLETE Student Self-Check, COMMERCIAL TYPE BELTS AND CHAIN LOOP CARRIERS, p. 3.

9. CONSTRUCT a belt with commercial belting and buckle,

   and/or _____.

10. CONSTRUCT chain type loop carriers for a belt,

    and/or _____.

11. WORK with your instructor to plan and carry out a related FHA/HERO activity,

    and/or _____.

12. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

SEWING ON FASTENERS

Directions: On a separate sheet of paper write the numbers of the statements which are TRUE in relation to fasteners. Check your answers against those provided on p. 4.

1. When there is little strain on the opening of a garment, use a snap fastener.

2. Nylon tape fasteners are selected most often for very heavy bulky fabrics.

3. Hooks and eyes are used to fasten openings which have considerable strain.

4. Always sew on fasteners with a double thread.

5. Sew the eye in place first, then locate the exact spot for the hook.

6. Nylon tape fasteners may be cut any size or shape to fit the opening of the garment.

7. A round eye is used with a hook if the edges of the garment opening are just to meet each other.

8. A thread loop may replace the straight eye for a very flat, finished appearance on a garment closing.

9. Place snaps close enough together to prevent gapping.

10. Sew on snaps and hooks and eyes with a strong stitch called a buttonhole or blanket stitch.

11. A straight eye is used with a hook if the edges of the garment opening overlap.

12. Nylon tape fasteners are durable and may be washed and dry cleaned often.

Student Self-Check

COMMERCIAL TYPE BELTS AND CHAIN LOOP CARRIERS

Directions: On a separate sheet of paper write down the numbers of the statements which are TRUE in relation to belts made with stiffening and chain loop belt carriers. Check your answers against those provided on p. 4.

1. Begin a chain loop carrier by hiding the knot of the thread under a seam if possible.
2. Inner belting may be made by using canvas or other stiff fabrics.
3. Sew a flat commercial type belt on the wrong side of fabric, and turn right side out using eraser end of pencil.
4. Chain thread loops are placed at side seams, half above and half below the waistline.
5. Always use single thread for making a chain loop belt carrier.
6. A chain loop carrier stitch is a tight crochet chain stitch.
7. Machine stitch stiffening to belt fabric before folding the belt fabric over the stiffening.
8. Stiffening for belts should be cut with a 5/8" seam allowance.
9. A belt carrier should be from ⅛" to ½" wider than the belt.
10. Commercial belting or stiff material is used to give the belt shape and body.
11. A belt is finished by attaching a buckle to the unfinished edge.
12. Cut fabric for a belt the length of the waist measurement plus six inches.

Student Self-Check

ANSWERS
SEWING ON FASTENERS

1, 3, 6, 7, 8, 9, 10, 11, 12

Student Self-Check

ANSWERS
BELTS AND CHAIN LOOP CARRIERS

1, 2, 4, 6, 9, 10, 11, 12

Evaluator's Final Checklist

FASTENERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A-1. In sewing on snaps the student:			
1. Marked location and positioned top side of snap on underside of overlap of garment.	( )	( )	( )
2. Sewed in place with buttonhole or blanket stitch.	( )	( )	( )
3. Tied off threads; cut off threads.	( )	( )	( )
4. Closed placket and positioned bottom part of snap on underlap of garment.	( )	( )	( )
5. Sewed in place with buttonhole or blanket stitch.	( )	( )	( )
6. Stitched inside with no stitches showing on the outside.	( )	( )	( )
7. Aligned closure smooth and flat.	( )	( )	( )
8. Attached snaps securely.	( )	( )	( )
A-2. In sewing on hooks and eyes the student:			
1. Placed hook in position on wrong side of overlap of garment.	( )	( )	( )
2. Sewed hook in place with buttonhole or blanket stitch; tied off threads; cut off threads.	( )	( )	( )
3. Closed opening and located position of eye.	( )	( )	( )
4. Sewed eye in place with buttonhole or blanket stitch; tied off threads; cut off threads.	( )	( )	( )
5. Aligned closure flat and smooth.	( )	( )	( )
6. Attached hook and eye securely.	( )	( )	( )
7. Stitched on inside with no stitches showing on outside.	( )	( )	( )

Evaluator's Final Checklist

FASTENERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A-3. In sewing on nylon tape fasteners the student: (Check only the one which applies to your selection.)			
1. Snap tape			
a) Positioned and stitched socket tape on underlap.	( )	( )	( )
b) Positioned, aligned, and stitched ball tape on underside of overlap.	( )	( )	( )
c) Closed fasteners.	( )	( )	( )
2. Hook and eye tape			
a) Positioned and stitched hook tape on underlayer of one edge.	( )	( )	( )
b) Folded edge and stitched along free edge.	( )	( )	( )
c) Stitched eye tape to opposite edge.	( )	( )	( )
d) Closed fasteners.	( )	( )	( )
3. Nylon tape			
a) Positioned and stitched hook tape on underlap.	( )	( )	( )
b) Positioned and stitched loop tape on overlap.	( )	( )	( )
c) Closed fasteners.	( )	( )	( )

Evaluator's Final Checklist

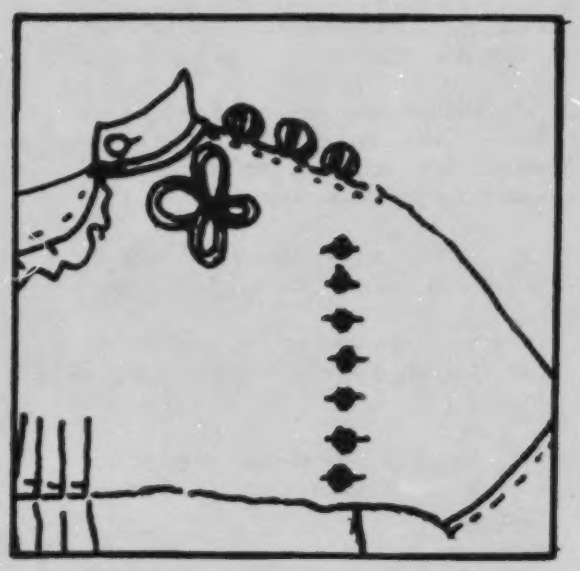
FASTENERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
B-1. In making a commercial type belt the student:			
1. Cut fabric for belt.	( )	( )	( )
2. Shaped one end of the belting.	( )	( )	( )
3. Folded belt fabric, right sides together, over belting, stitched close to belting.	( )	( )	( )
4. Stitched shaped end and trimmed.	( )	( )	( )
5. Removed belting and turned.	( )	( )	( )
6. Slipped belting into belt, shaped end first.	( )	( )	( )
7. Overcast end.	( )	( )	( )
8. Pierced hole for buckle prong at center front marking nearest overcast end.	( )	( )	( )
9. Overcast raw edge of the hole.	( )	( )	( )
10. Inserted buckle prong through hole, turned back end and secured on wrong side of belt.	( )	( )	( )
11. Made desired eyelets on shaped end.	( )	( )	( )
12. Made the belt the specified length.	( )	( )	( )
13. Made the belt neat with a sharp point.	( )	( )	( )
14. Fitted the fabric snugly over the belting.	( )	( )	( )
15. Made tiny and inconspicuous hand stitches.	( )	( )	( )
B-2. In making a chain loop carrier the student:			
1. Spaced the loop belt carriers equally above and below the waist seam.	( )	( )	( )
2. Made belt loops longer than width of the belt and smooth and uniform.	( )	( )	( )
3. Fastened loops securely to the fabric at both ends of the loop.	( )	( )	( )

CLOTHING AND TEXTILES

BUTTONHOLES AND BUTTONS



INTRODUCTION

Buttons and buttonholes are an integral part of garment construction, functioning as an opening and closing for the garment. In this module, you will learn to make machine buttonholes and sew on buttons with and without a shank.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to make machine buttonholes and buttons with and without shanks with an acceptable degree of accuracy.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, BUTTONHOLES AND BUTTONS.

LEARNING ACTIVITIES

1. READ about buttonholes and buttons in a reference provided by your instructor,

   and/or _____.

2. VIEW transparencies on buttonholes and buttons provided by your instructor,

   and/or _____.

3. OBSERVE as your instructor demonstrates making buttonholes on your machine and sewing on buttons with and without shanks,

   and/or _____.

4. CONSTRUCT samples as indicated by your instructor: (1) machine worked buttonhole, (2) button without shank, (3) button with shank,

   and/or _____.

5. COMPLETE Student Self-Check, BUTTONHOLES AND BUTTONS, p. 2.

6. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

BUTTONHOLES AND BUTTONS

Directions: On a separate sheet of paper, write the numbers of the TRUE statements. Check your answers against those provided on p. 3.

1. Buttons and buttonholes are the most commonly used fastener.

2. Buttons are made from wood, metal, glass, plastic, ceramic material, and fabric.

3. Proper placement of buttonholes prevents the closure from gapping when the garment is buttoned.

4. The strain of the button comes at the middle of the buttonhole.

5. The diameter of the button is needed to determine the length of the buttonhole.

6. Mark the buttonhole on the right side of the garment.

7. Machine-worked buttonholes are made either with a buttonhole attachment or with a zig-zag stitch on an automatic machine.

8. Stitch around the buttonhole once.

9. Hand-worked buttonholes are made with a variation of the catch stitch.

10. Hand-worked buttonholes are good for delicate fabrics.

11. Slash a hand-worked buttonhole after it is stitched.

12. If a button does not have any holes but it has an extended stem, it should be attached to a garment using the shank method.

13. Sew buttons with heavy-duty thread, buttonhole twist, or a single thread.

14. Buttons with two or four holes can be attached with the sewing machine.

15. The correct length of the shank equals the thickness of the fold of fabric.

Student Self-Check

ANSWERS
BUTTONHOLES AND BUTTONS

1, 2, 3, 7, 10, 12, 14, 15

Evaluator's Final Checklist

BUTTONHOLES AND BUTTONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When making machine buttonholes, the student:			
1. Marked position of buttonhole on garment.	( )	( )	( )
2. Followed direction in sewing machine manual or buttonhole manual.	( )	( )	( )
3. Cut opening correctly.	( )	( )	( )
4. Pressed garment.	( )	( )	( )
5. Spaced buttonholes evenly.	( )	( )	( )
B. When sewing button without shank, the student:			
1. Marked position of button.	( )	( )	( )
2. Used sharp needle or darning needle.	( )	( )	( )
3. Matched thread weight with fabric.	( )	( )	( )
4. Matched thread color with fabric.	( )	( )	( )
5. Doubled and waxed thread.	( )	( )	( )
6. Knotted thread at end.	( )	( )	( )
7. Fastened thread securely with slipknot.	( )	( )	( )
8. Held button in alignment with buttonhole.	( )	( )	( )
9. Passed threaded needle through garment and shank and then back through garment.	( )	( )	( )
10. Repeated several times until button was secure.	( )	( )	( )
11. Tied off threads.	( )	( )	( )
12. Cut threads.	( )	( )	( )
C. When sewing buttons with shanks, the student:			
1. Marked position of button.	( )	( )	( )
2. Used sharp needle or darning needle.	( )	( )	( )
3. Matched thread weight with fabric.	( )	( )	( )
4. Matched thread color with fabric.	( )	( )	( )
5. Doubled and waxed thread.	( )	( )	( )
6. Knotted thread at end.	( )	( )	( )
7. Passed threaded needle through marking from outside of garment.	( )	( )	( )
8. Held button in position.	( )	( )	( )
9. Brought thread through one eye from underside of garment and down through other eye, leaving stitches loose.	( )	( )	( )
10. Repeated the above step several times.	( )	( )	( )
11. Wrapped thread still attached to needle around threads between button and garment and formed a shank.	( )	( )	( )
12. Tied off threads.	( )	( )	( )
13. Cut threads.	( )	( )	( )

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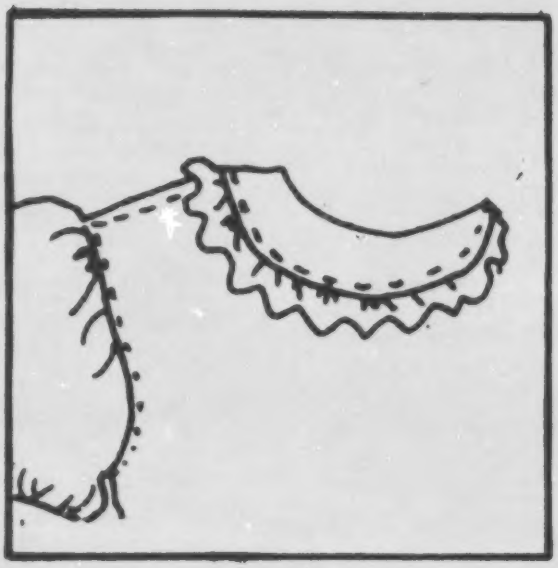
CLOTHING AND TEXTILES

COLLAR APPLICATION



INTRODUCTION

Collars come in a variety of shapes and styles suited to many purposes. Certain steps are basic to the construction of most collars, regardless of their shape. In this module you will learn the basic steps of collar application.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to correctly follow pattern directions to apply collar sections to a garment.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, COLLAR APPLICATION.

LEARNING ACTIVITIES

1. READ and STUDY about types of collars in a reference provided by your instructor,

   and/or _____.

2. VIEW transparencies on collar construction and application.

   and/or _____.

3. OBSERVE as your instructor demonstrates collar construction and application,

   and/or _____.

4. CONSTRUCT and APPLY collar to garment following pattern instructions,

   and/or _____.

5. COMPLETE Student Self-Check, COLLARS, p. 2.

6. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

COLLARS

Directions: On a separate sheet of paper, write the information requested below. Check your answers against those provided on p. 3.

1. Identify at least six basic collar styles and describe each briefly.
2. List the steps in preparing the garment for collar attachment.
3. List the basic steps in making a collar.
4. Describe the process for attaching a collar to the neck edge.
5. Tell how to finish the neck edge.
6. Define interfacing.
7. List the steps in tailoring a collar.

Student Self-Check

ANSWERS
COLLARS

1. 1. Peter pan collar -- round and flat.
   2. Convertible collar -- flat, pointed collar, can be worn open or buttoned high.
   3. Mandarin collar -- narrow, standing collar, encircles the neck.
   4. Tie collar -- fits the neck closely, but has long loose ends which can be tied. Can be wide or narrow, cut on grain or bias. Needs a soft, drapable fabric.
   5. Turtleneck collar -- a wide, bias collar, standing with an upper edge that folds downward.
   6. Sailor collar -- a large, square, flat collar, cut on grain.

2. 1. Staystitch neckline.
   2. Press open seams extending into neckline.
   3. Make alterations to collar which were made in garment.

3. 1. Apply interfacing to undercollar.
   2. Stitch under and upper collars together.
   3. Trim and clip seam allowances of enclosed collar edge.
   4. Press.

4. 1. Find the exact center front depending on collar style.
   2. Match center of collar to center of neck; pin in place.
   3. Check to be certain the distance from end of collar to neck edge is same for both sides.
   4. Sew collar to neck edge.

5. Faced
   1. Check for puckers or other errors.
   2. Understitch facing and inside collar seam together.

   Unfaced
   1. Attach edge of undercollar to neck edge of garment.
   2. Fold and press under seam allowance of upper collar; pin in place.
   3. Topstitch.

6. Interfacing is a layer of special fabric, attached to inside of under collar to provide firmness and retain shape.

7. 1. Attach bias cut interfacing to under collar.
   2. Shape under collar with stitching and blocking.
   3. Attach under collar to neckline.
   4. Join garment and under collar to facings and upper collar.

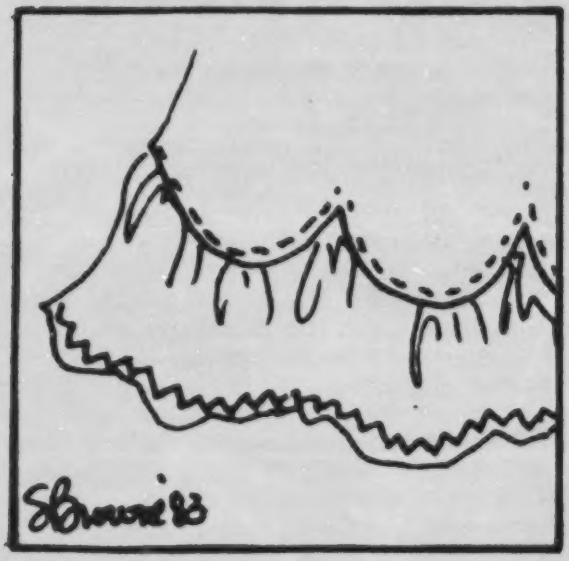
Evaluator's Final Checklist
COLLAR APPLICATION

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
In applying a collar to a garment the student:			
A. Applied interfacing to wrong side of undercollar; clipped corners of interfacing.	( )	( )	( )
B. Placed top collar over undercollar.	( )	( )	( )
C. Pinned and stitched.	( )	( )	( )
D. Trimmed seam and notched/clipped.	( )	( )	( )
E. Turned collar to right side.	( )	( )	( )
F. Pulled out corners and eased undercollar to underside at seamline.	( )	( )	( )
G. Pressed.	( )	( )	( )
H. Understitched or topstitched.	( )	( )	( )
I. Pressed.	( )	( )	( )

CLOTHING AND TEXTILES

RUFFLES AND TRIM



INTRODUCTION

Ruffles, rickrack, braid, ribbon, and appliques add the finishing touch to home-sewn garments In this module, you will learn to make ruffles and apply trims to add a personal touch to your clothing. They may be applied to ready-made garments or to one you are constructing.

Before you start to work on this module be sure that you have completed Module CT-19 SEAM FINISHES.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to apply trim to a garment as directed on a pattern and/or make a single ruffle and apply it to the garment.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, RUFFLES AND TRIM.

LEARNING ACTIVITIES

1. READ and STUDY about ruffles in a reference provided by your instructor,

   and/or _____.

2. REVIEW finishing a seam in Module CT-19, SEAM FINISHES,

   and/or _____.

3. CONSTRUCT a ruffle with finished seams,

   and/or _____.

4. READ and STUDY about trims in a reference provided by your instructor,

   and/or _____.

5. APPLY trim as directed on a pattern guidesheet or manual,

   and/or _____.

6. COMPLETE Student Self-Check, RUFFLES AND TRIM, p. 2.

7. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

RUFFLES AND TRIM

Directions: On a separate sheet of paper write the numbers of the statements below which are TRUE in relation to ruffles and trim. Check your answers with those provided on p. 3.

1. Single-edge ruffles are finished on one edge.
2. Ruffles can be pleated or gathered.
3. Fabric to make ruffle should be twice as long as needed when finished.
4. The wider the ruffle or sheerer the fabric, the fuller the ruffle should be.
5. Trims can be added on top of ruffles.
6. To avoid stitching tucks, join a single-edge ruffle to a garment with the ruffle on top.
7. The inverted method is used to apply trim.
8. To apply rickrack, stitch through the center.
9. Extra wide trim requires stitching along both edges.
10. You cannot get a see-through effect with lacy or openwork trim.

Student Self-Check

ANSWERS
RUFFLES AND TRIM

1, 2, 4, 5, 6, 8, 9

Evaluator's Final Checklist

RUFFLES AND TRIM

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When applying trim, the student:			
1. Marked garment where trim was to be applied.	( )	( )	( )
2. Basted trim to garment on line.	( )	( )	( )
3. Finished ends of trim.	( )	( )	( )
4. Correctly stitched trim to garment.	( )	( )	( )
5. Removed basting	( )	( )	( )
6. Pressed garment and trim.	( )	( )	( )
B. When making ruffles, the student:			
1. Sewed ruffled pieces together and finished seams.	( )	( )	( )
2. Finished one edge of ruffle piece.	( )	( )	( )
3. Pressed ruffle.	( )	( )	( )
4. Stitched rows of basting in unfinished edge.	( )	( )	( )
5. Gathered ruffles the desired amount.	( )	( )	( )

CLOTHING AND TEXTILES

INSERTING SLEEVES

INTRODUCTION

Sleeves generally are divided into four groups: set-in sleeves, shirt sleeves, raglan sleeves, and kimono sleeves. Each type requires special techniques that are easy to master. In this module you will learn to identify the sleeve types and construct those indicated by your instructor.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to insert a sleeve using the set-in sleeve method and insert a kimona or raglan sleeve.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, INSERTING SLEEVES.

LEARNING ACTIVITIES

1. READ and STUDY about sleeves in a reference provided by your instructor,

   and/or _____.

2. VIEW transparencies on sleeves,

   and/or _____.

3. READ and STUDY about sleeve types in a reference provided by your instructor,

   and/or _____.

4. OBSERVE as your instructor demonstrates sleeve construction and application,

   and/or _____.

5. COMPLETE Student Self-Check, SLEEVES, p. 2.

6. CONSTRUCT sleeves appropriate for your garment or as indicated by your instructor,

   and/or _____.

7. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

SLEEVES

Directions: On a separate sheet of paper write the answers to the following questions. Check your answers against those provided on p. 3.

1. _____ and _____ sleeves are cut in one with the bodice.

2. _____ and _____ sleeves are cut separately and later stitched to the garment.

3. The underarm seam of a cap and kimono sleeve can be reinforced with _____ or _____.

4. _____ should be evenly spread across cap of sleeve, without tucks.

5. The lower edge of a set-in sleeve may be _____, _____, or finished with a _____.

6. Accurate positioning of the sleeve in the armhole will ensure a _____ _____ _____ _____ in the sleeve.

7. The selection of fabric should help determine the _____ of sleeve.

8. A _____ zigzag stitch helps ease in fabric of sleeve when sewing into place.

9. _____ sleeve is one of the easiest sleeves to construct and is good choice for the beginning seamstress.

10. There is a definite _____ and _____ sleeve and each must be sewn in their respective armhole.

Student Self-Check

ANSWERS
SLEEVES

1. Cap, kimono
2. Raglan, set-in
3. Stitching, twill tape
4. Gathers
5. Hemmed, faced, cuff
6. Straight fabric grain line
7. Style or type
8. Narrow
9. Raglan
10. Right, left

Evaluator's Final Checklist

INSERTING SLEEVES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A-1. In inserting a set-in sleeve, the student:			
1. Placed gathering stitches within sleeve cap seam allowance between the notches.	( )	( )	( )
2. Stitched underarm seam of sleeve, finished, and pressed open.	( )	( )	( )
3. Inserted sleeve into armhole matching seams and notches.	( )	( )	( )
4. Distributed cap fullness appropriately and stitched.	( )	( )	( )
5. Finished seam allowance and trimmed.	( )	( )	( )
6. Finished lower edge.	( )	( )	( )
7. Pressed.	( )	( )	( )
A-2. In inserting a shirt sleeve, the student:			
1. Placed gathering stitches within sleeve cap seam allowance between the notches.	( )	( )	( )
2. Inserted sleeve into armhole matching notches.	( )	( )	( )
3. Finished seam allowance and trimmed.	( )	( )	( )
4. Distributed cap fullness appropriately and stitched.	( )	( )	( )
5. Stitched underarm seam of shirt/blouse and sleeve in continuous motion.	( )	( )	( )
6. Finished lower edge.	( )	( )	( )
7. Pressed.	( )	( )	( )
B-1. In inserting a kimono sleeve, the student:			
1. Stitched underarm seam of sleeve, finished, and pressed.	( )	( )	( )
2. Inserted sleeve into armhole, matching seams and notches.	( )	( )	( )
3. Stitched, finished, and trimmed seam.	( )	( )	( )
4. Finished lower edge.	( )	( )	( )
5. Pressed.	( )	( )	( )
B-2. In inserting a raglan sleeve, the student:			
1. Clipped and pressed dart open.	( )	( )	( )
2. Stitched shoulder seam.	( )	( )	( )
3. Stitched underarm seam.	( )	( )	( )
4. Finished seams.	( )	( )	( )
5. Finished lower edge.	( )	( )	( )
6. Pressed.	( )	( )	( )

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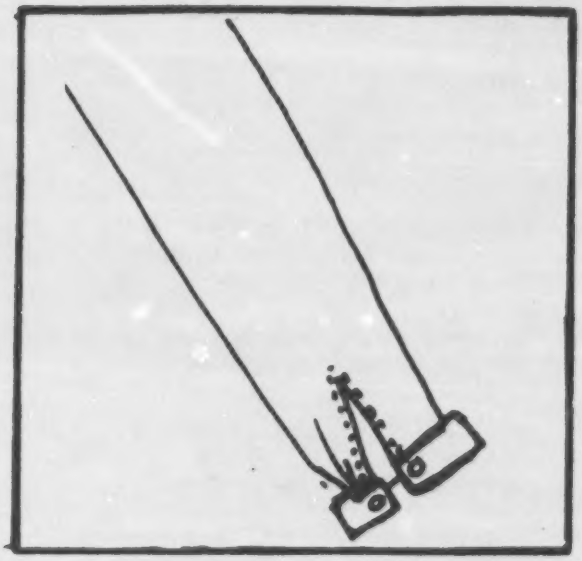
CLOTHING AND TEXTILES

SLEEVE PLACKET AND CUFFS



INTRODUCTION

Cuffs add interest to sleeve styles. Usually they are made with the same fabric used for the garment, or they may be made from contrasting colors, prints, or plaids. Many sleeves have a sleeve placket to make it easier to put hands through the sleeves. In this module you will learn to apply a sleeve placket and cuff.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make a sleeve placket and cuffs.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SLEEVE PLACKET AND CUFFS.

LEARNING ACTIVITIES

1. READ and STUDY about sleeve plackets and cuffs in a reference provided by your instructor,

   and/or _____.

2. VIEW transparencies on sleeve plackets and cuffs provided by your instructor,

   and/or _____.

3. OBSERVE as your instructor demonstrates applying sleeve plackets and cuffs,

   and/or _____.

4. CONSTRUCT a sleeve placket, following pattern guide or reference provided by your instructor,
   and/or _____.

5. APPLY a cuff to a sleeve following pattern guide or reference provided by your instructor,

   and/or _____.

6. COMPLETE Student Self-Check, SLEEVE PLACKET AND CUFF, p. 3.

7. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

SLEEVE PLACKET AND CUFF

Directions: On a separate sheet of paper number 1-6. Write the word or words next to the number that completes each statement. Check your answers against those provided on p. 3.

1. Cuffs are made of the same fabric used for the garment or from contrasting colors, _____, or _____.

2. An extended cuff is made from a _____ piece of fabric attached to the bottom edge of a sleeve.

3. Buttoned cuffs have opening _____ and are closed with fasteners.

4. Your pattern _____ will give you directions for making sleeve openings for your garment.

5. A sleeve can have a dart opening, _____ lap opening, faced pening, or a _____ opening.

6. The method that binds the raw edges of the opening with a separate strip of fabric is called _____ _____ _____.

Student Self-Check

ANSWERS
SLEEVE PLACKET AND CUFF

1. Prints, plaids
2. Separate or another
3. Plackets
4. Guidesheet
5. Continuous, placket
6. Continuous lap opening

Evaluator's Final Checklist

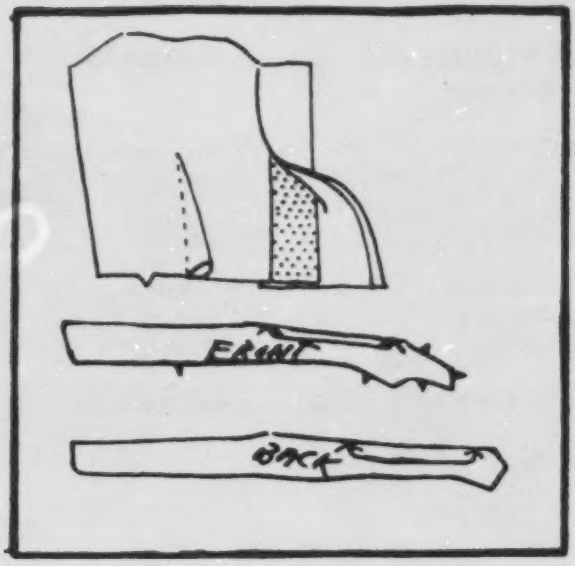
SLEEVE PLACKET AND CUFF

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When making the sleeve placket, the student:			
1. Cut the strip of binding from the garment fabric.	( )	( )	( )
2. Folded under along one side and pressed.	( )	( )	( )
3. Marked seam allowance on other side.	( )	( )	( )
4. Marked placket opening.	( )	( )	( )
5. Stitched along line of placket opening and pressed flat.	( )	( )	( )
6. Slashed placket opening to a point.	( )	( )	( )
7. Basted binding to slash; stitched and pressed.	( )	( )	( )
8. Folded binding to encase raw edge and slipstitched in place.	( )	( )	( )
9. Turned front edge of binding to wrong side of sleeve and pressed.	( )	( )	( )
B. When making the sleeve cuff, the student:			
1. Applied interfacing to wrong side of cuff.	( )	( )	( )
2. Turned, trimmed, and basted notched edge of cuff facing.	( )	( )	( )
3. Pinned cuff to facing, right sides together, leaving notched edge open; basted and stitched.	( )	( )	( )
4. Pressed seam flat.	( )	( )	( )
5. Trimmed and graded seam allowance.	( )	( )	( )
6. Clipped corners.	( )	( )	( )
7. Pressed seams open, then toward facing.	( )	( )	( )
8. Rolled facing edges under and pressed.	( )	( )	( )
9. Understitched or topstitched and pressed.	( )	( )	( )

CLOTHING AND TEXTILES

LININGS, UNDERLININGS AND INTERLININGS



INTRODUCTION

Linings, underlinings and interlinings each play a role in enhancing the finished appearance of specific garments, though differing slightly in function. A lining is a garment within a garment used to conceal the raw edges of seams, to enable you to slip a garment on and off easily, and to protect the body from the outer fabric. An underlining is a layer of backing fabric added to the major garment pieces primarily for support. Interlinings are for additional warmth.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activitities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to attach underlining and interlining to a garment and/or put in a lining.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, LININGS, UNDERLININGS, AND INTERLININGS.

LEARNING ACTIVITIES

1. READ and STUDY about linings in a reference provided by your instructor,

   and/or _____.

2. VIEW a filmstrip on linings,

   and/or _____.

3. COMPLETE Student Self-Check, UNDERLININGS AND LININGS, p. 2.

4. UNDERLINE, INTERLINE, and/or MAKE and ATTACH lining to garment following pattern guidesheet,

   and/or _____.

5. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

UNDERLININGS AND LININGS

Directions: On a separate sheet of paper write the numbers of the statements below which are TRUE in relation to linings and underlinings. Check your answers against those provided on p. 3.

1. A purpose of lining is to conceal raw edges.
2. Underlinings make garments easier to slip on and off.
3. Interlinings add warmth.
4. Many fabrics are made especially for linings such as twills, crepes, and satins.
5. Twill fabrics have a diagonal weave.
6. Satins are more durable than twill fabrics.
7. It is necessary to have separate pattern pieces for linings and interlinings.
8. Choose linings that are compatible with outer fabric in weight, pliability, and care requirements.
9. Alterations in the garment pattern make alterations of the lining and interlining necessary.
10. If a garment is lined, you can reduce bulk by pressing the darts in the same direction as the garment.

Student Self-Check

ANSWERS
UNDERLININGS AND LININGS

1, 3, 4, 5, 8, 9

Evaluator's Final Checklist

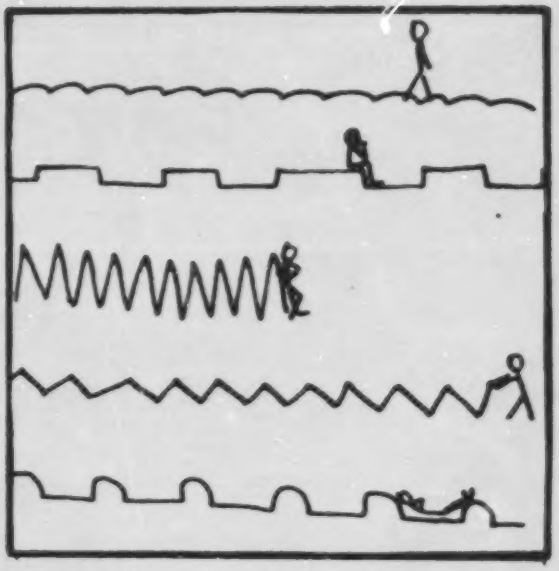
LININGS, UNDERLININGS, AND INTERLININGS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When making the underlining, the student:			
1. Matched underlining sections to wrong side of garment section.	( )	( )	( )
2. Pinned edges together.	( )	( )	( )
3. Staystitched underlining to fabric.	( )	( )	( )
4. Basted by machine center of each dart.	( )	( )	( )
5. Folded, matched, stitched each dart.	( )	( )	( )
6. Removed bastings.	( )	( )	( )
7. Padded where applicable.	( )	( )	( )
8. Pressed.	( )	( )	( )
B. When making the interlining, the student:			
1. Joined interlining sections correctly.	( )	( )	( )
2. Pressed seams open.	( )	( )	( )
3. Matched wrong side of interlining to right side of garment lining or to wrong side of garment.	( )	( )	( )
4. Finished edges appropriately.	( )	( )	( )
5. Zipped, buttoned, snapped, or permanently stitched interlining to garment.	( )	( )	( )
6. Pressed or steamed interlining.	( )	( )	( )
C. When making the lining, the student:			
1. Selected appropriate lining fabric for garment fabric.	( )	( )	( )
2. Joined lining sections correctly.	( )	( )	( )
3. Pressed seams open.	( )	( )	( )
4. Matched wrong side of lining to wrong side of garment unit.	( )	( )	( )
5. Pinned lining accurately in place.	( )	( )	( )
6. Stitched lining to garment.	( )	( )	( )
7. Hemmed lining appropriately.	( )	( )	( )
8. Tacked lining to garment at hems and armholes.	( )	( )	( )
9. Pressed.	( )	( )	( )

CLOTHING AND TEXTILES

HEMMING



INTRODUCTION

Making a hem is one of the most useful sewing techniques a person can learn. A well-made hem is even in width, same distance from floor, smooth, and contributes to the overall look of the garment. In this module you will learn to hem a garment.

Before you start to work on this module be sure you have completed Module CT-9 STITCHING BY HAND.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to hem a garment.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, HEMMING.

LEARNING ACTIVITIES

1. READ about turning a hem, controlling excess fullness in a hem, finishing a hem, and hand stitching a hem in a reference provided by your instructor,

   and/or _____.

2. VIEW transparencies about hemming provided by your instructor,

   and/or _____.

3. OBSERVE as your instructor demonstrates a garment. STUDY samples of hem finishes and hand stitches provided by your instructor,

   and/or _____.

4. READ Student Information, HEM SAMPLES, and MAKE the samples as directed by your instructor,

   and/or _____.

5. COMPLETE Study Self-Check, HEMMING, p. 3.

6. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

HEM SAMPLES

Directions: Make hem samples according to the steps listed below. Label each sample with fabric name, hem finish used, and hand stitch used.

1. Fabric — Use 3 pieces of scrap fabric which is washable, medium weight cotton, or cotton blends such as sail cloth, poplin, broadcloth, or pique.

   Hem width — Press a 1" or 1½" hem in each sample.

   Hem finish — Turn ½" and edge stitch each sample.

   Hand stitch — Secure upper hem edge of each sample by using one of the following hem stitches: slip stitch, catch stitch, blanket stitch.

2. Fabric — Use 2 pieces of scrap fabric which is heavier weight such as corduroy, heavy cotton, lightweight wool, or wool-like fabrics.

   Hem width — Press a 1½" hem in each sample.

   Hem finish — Use seam binding scraps on each sample.

   Hand stitch — Secure upper hem edge of each sample by using a catch stitch (inside hemming) on one and using a blind hemming stitch on the other sample.

3. Fabric — Use 1 piece of thick fabric scrap such as coat fabric.

   Hem width — Press a 1" hem in sample.

   Hem finish — Use tailor's hem finish on sample.

   Hand stitch — Use slip stitch (inside hemming).

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Student Self-Check

HEMMING

Directions: On a separate sheet of paper write the numbers of the statements below which are TRUE in relation to hemming garments. Check your answers against those provided on p. 4.

1. Skirt length is marked from the floor with the person wearing the garment.
2. When marking a skirt length, you can use either a yardstitch or a hem marker and chalk or pins.
3. Mark the width of the hem evenly and cut away excess material.
4. There are two methods of controlling excess fullness in a hem: by easing in the fullness to fit area or by pleating excess fullness to fit area.
5. Hem finishes are much like seam finishes.
6. When using a medium or lightweight fabric, the hem finish can be turned under ¼" (.6cm) and stitched close to fold.
7. Hems can be sewn into place by hand or machine.
8. Begin hand stitches in the center front of the garment with the knot on the outside.
9. Use any hand stitch on your garment as long as you select the hand stitch according to the one you do best.
10. Use double thread for hand stitching your hem.

Student Self-Check

ANSWERS
HEMMING

1, 2, 3, 6, 7

Evaluator's Final Checklist
HEMMING

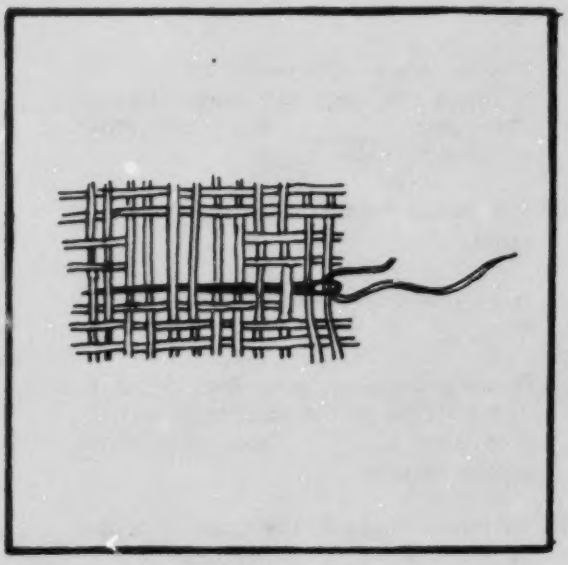
Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When hemming a garment, the student:

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A.	Marked the hemline.	( )	( )	( )
B.	Folded hem to wrong side of garment and pinned.	( )	( )	( )
C.	Measured desired width of hem allowance from fold and marked.	( )	( )	( )
D.	Trimmed excess from hem allowance.	( )	( )	( )
E.	Eased fullness to fit garment.	( )	( )	( )
F.	Finished raw edge.	( )	( )	( )
G.	Applied desired interfacing (optional).	( )	( )	( )
H.	Pressed hem allowance and pinned.	( )	( )	( )
I.	Secured upper hem edge to garment, matched seams and eased fullness.	( )	( )	( )
J.	Pressed.	( )	( )	( )

CLOTHING AND TEXTILES

MENDING



INTRODUCTION

Clothes that are worn frequently will require repairing occasionally. You should give immediate attention to minor tears, broken seams, and worn places so you can avoid major repairs later. In this module you will learn to mend clothing.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to mend a seam, mend a hole or tear, and/or repair an elastic casing.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MENDING.

LEARNING ACTIVITIES

1. READ about repairing seams in a reference provided by your instructor,

   and/or _____.

2. REPAIR frayed or raveled seam(s) in a garment,

   and/or _____.

3. READ about repairing ripped seams in a reference provided by your instructor,

   and/or _____.

4. REPAIR a ripped seam in a garment,

   and/or _____.

5. READ about patching and darning clothing in a reference provided by your instructor,

   and/or _____.

6. VIEW a bulletin board display which explains the steps in patching and darning,

   and/or _____.

7. REPAIR a tear or hole in a garment by patching,

   and/or _____.

8. MAKE fabric samples which illustrate machine darning and hand darning,

   and/or _____.

9. READ about replacing the elastic in a casing in a reference provided by your instructor,

   and/or _____.

10. VIEW a demonstration of replacing elastic in a casing,

    and/or _____.

11. COMPLETE Student Self-Check, MENDING, p. 2.

12. WORK with your instructor to plan and carry out a related FHA/HERO activity,

    and/or _____.

13. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

MENDING

Directions: On a separate sheet of paper number from 1-10. Write the word or words which best complete the statement. Check your answers with the ones given on p. 3.

1. Check your garment seams for stitches that are too long, stitches that are _____, and for loose hanging threads.

2. Too much raveling will _____ a seam.

3. A garment is useful longer if seams are _____.

4. If a rip is in an area that receives much stress as the seat or crotch of the pants a _____ row of stitches should be used.

5. To cover holes in the knee of a pair of jeans, a _____ is needed.

6. To mend small holes or a worn spot, you should _____.

7. Patches can be leftover scraps of fabric, decorative applique, or _____ materials.

8. Darn on the _____ side of the fabric.

9. A waistline which has an enclosed piece of elastic is called _____.

10. Repairs can be done either by hand or by _____.

Student Self-Check

ANSWERS
MENDING

1. Broken
2. Weaken
3. Finished
4. Double
5. Patch
6. Darn
7. Iron on
8. Right
9. Casing
10. Machine

Evaluator's Final Checklist

REPAIRING SEAMS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A-1. When constructing a seam, the student:			
1. Plain Seam			
a) Pinned seam, right sides together.	( )	( )	( )
b) Used correct stitch length.	( )	( )	( )
c) Stitched along seam line.	( )	( )	( )
d) Secured stitches.	( )	( )	( )
e) Pressed seam flat.	( )	( )	( )
f) Clipped or notched as directed by pattern, pressed seam open.	( )	( )	( )
g) Used matching color thread.	( )	( )	( )
A-2. When finishing a seam the student: (check only the one which applies to your selection)			
1. Turned-Under or Clean-Finish Edge			
a) Turned under seam allowance.	( )	( )	( )
b) Stitched close to folded edge.	( )	( )	( )
c) Pressed flat and smooth.	( )	( )	( )
2. Stitched and Pinked			
a) Placed line of stitching in seam allowance.	( )	( )	( )
b) Pinked edge next to stitching.	( )	( )	( )
c) Pressed flat and smooth.	( )	( )	( )
3. Zigzagged			
a) Set stitch for desired length and width.	( )	( )	( )
b) Stitched near edge or over edge.	( )	( )	( )
c) Pressed flat and smooth.	( )	( )	( )

Evaluator's Final Checklist
MENDING BY HAND

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
B. When mending by hand the student:			
1. Sewed hand stitches			
a) Neatly.	( )	( )	( )
b) Evenly spaced.	( )	( )	( )
c) Uniform in size.	( )	( )	( )
d) With appropriate thread.	( )	( )	( )
2. Sewed basting stitches			
a) So that slip basting did not show on right side.	( )	( )	( )
3. Sewed running stitches			
a) Short.	( )	( )	( )
b) Secured at one end.	( )	( )	( )
4. Sewed backstitches			
a) Straight.	( )	( )	( )
b) No more than 1/8" (.3cm) long.	( )	( )	( )
5. Sewed whipstitches and overcast stitches			
a) So that they did not show on right side of fabric.	( )	( )	( )
b) Close to edge.	( )	( )	( )
6. Sewed catchstitches			
a) With a uniform slant to thread.	( )	( )	( )
b) So they were not visible from right side of fabric.	( )	( )	( )
c) Secured at each end.	( )	( )	( )
7. Sewed hemming stitches			
a) As inconspicuous stitches on right side of garment.	( )	( )	( )
8. Sewed pickstitches			
a) So they did not catch underlayer of fabric.	( )	( )	( )
b) So they matched the original or existing stitching.	( )	( )	( )
9. Sewed buttonhole stitches			
a) So they were not pulled too tight.	( )	( )	( )
b) So they had no spaces between stitches.	( )	( )	( )
c) Secured at ends.	( )	( )	( )
10. Sewed blindstitching			
a) Almost invisible from both right and wrong sides of fabric.	( )	( )	( )
b) Secured at both ends.	( )	( )	( )
11. Sewed slip stitches			
a) Almost invisible from right side.	( )	( )	( )
b) Secured at both ends.	( )	( )	( )

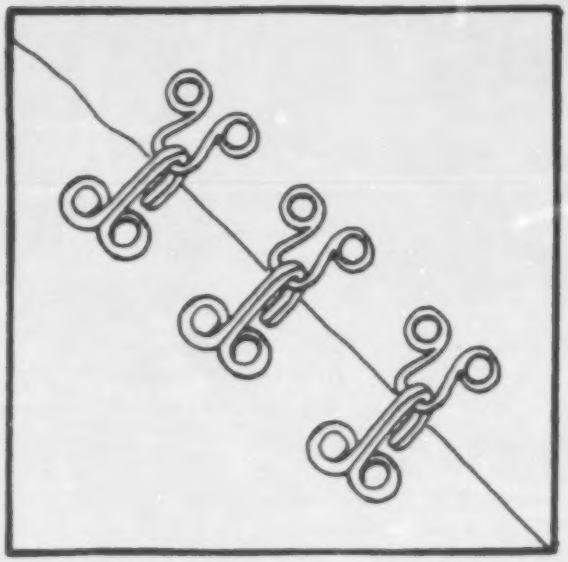
Evaluator's Final Checklist
MENDING BY HAND

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
C. When repairing elastic casings the student:			
1. Marked fold line forming casing.	( )	( )	( )
2. Finished any raw edge of fabric.	( )	( )	( )
3. Pressed finished raw edge to inside along the foldline.	( )	( )	( )
4. Pinned and stitched, leaving any desired opening.	( )	( )	( )
5. Made any desired second row of stitching close to fold edge.	( )	( )	( )
6. Pressed smooth and flat.	( )	( )	( )
7. Slipped elastic though casing.	( )	( )	( )
8. Stitched elastic ends together.	( )	( )	( )
9. Stitched opening closed by hand or machine.	( )	( )	( )

CLOTHING AND TEXTILES

REPAIRING FASTENERS



INTRODUCTION

The knowledge and skill required in sewing serves several purposes. For some people, they are a means to be used to repair or remake a favorite outfit and for others to modify hand-me-downs. In this module you will learn how to repair and replace a zipper, button, hook/and eye, and a snap.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to use appropriate techniques to replace or add a snap, hook and eye, button, and/or a zipper where necessary to repair or modify a garment.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, REPAIRING FASTENERS.

LEARNING ACTIVITIES

1. COMPLETE or REVIEW Modules CT-25 FASTENERS; CT-26 BUTTONHOLES AND BUTTONS: CT-21 LAPPED ZIPPERS; and CT-22 ZIPPERS as directed by your instructor,

   and or _____.

2. COMPLETE Student Self-Check, REPLACING FASTENERS, p. 2.

3. REPLACE the fasteners as needed on the garment to be repaired,

   and or _____.

4. WORK with your instructor to plan and carry out a related FHA/HERO activity .

5. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

REPLACING FASTENERS

Directions: On a separate sheet of paper, answer the following questions in complete statements. Check your answers with those provided on p. 3.

1. What are some different types of fasteners for keeping garments closed?

2. Suggest some fasteners that might be used on the following garments.
   a. waistband of skirt
   b. waistband of jeans
   c. shirt or pants front
   d. blouse/shirt opening
   e. child's play jacket
   f. coat

3. What are some types of zipper plackets?

4. For heavy or thick fabric, which zipper application is used?

5. For light or medium weight fabrics, which zipper application(s) may be used?

6. What are some advantages of the invisible zipper? Some disadvantages?

Student Self-Check

ANSWERS
REPLACING FASTENERS

1. Snap, button, hook and eye, zipper
2. a. Hook and eye, button, snap
   b. Button
   c. Buttons or zipper
   d. Buttons or zipper
   e. Buttons or snaps
   f. Buttons
3. Lapped, centered, and invisible
4. Centered
5. Lapped, centered, or invisible
6. Advantages — It's invisible; no stitches show.
   Disadvantages — It can be used on medium weight fabric only; special equipment is needed.

Evaluator's Final Checklist

REPLACING FASTENERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. Snaps			
1. Positioned ball (top) side of snap on under side of overlap of garment.	( )	( )	( )
2. Sewed in place.	( )	( )	( )
3. Closed placket and positioned socket (bottom) part of snap on underlap of garment.	( )	( )	( )
4. Sewed in place.	( )	( )	( )
B. Hook and eye			
1. Placed hook in position on wrong side of overlap of garment.	( )	( )	( )
2. Sewed hook in place.	( )	( )	( )
3. Closed opening and located position of eye.	( )	( )	( )
4. Sewed each ring of eye in place.	( )	( )	( )
C. Buttons			
1. Button (sew thru)			
a) Marked position of button.	( )	( )	( )
b) Passed threaded needle through marking from outside of garment.	( )	( )	( )
c) Held button in position.	( )	( )	( )
d) Brought thread through one eye from underside of garment and down through other eye, leaving stitches loose.	( )	( )	( )
e) Repeated step 4 several times.	( )	( )	( )
f) Wrapped thread, still attached to needle, around threads between button and garment to form shank.	( )	( )	( )
g) Tied off threads.	( )	( )	( )
h) Cut threads.	( )	( )	( )
2. Button (shank)			
a) Held button with shank in alignment with buttonhole.	( )	( )	( )
b) Passed needle through garment and then shank several times.	( )	( )	( )
c) Tied off thread.	( )	( )	( )
d) Cut thread.	( )	( )	( )

Evaluator's Final Checklist

REPLACING FASTENERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
D. Zippers			
1. Center Zipper			
a) Removed stitches, releasing old zipper.	( )	( )	( )
b) Basted zipper opening together.	( )	( )	( )
c) Pressed seam open.	( )	( )	( )
d) Opened zipper, placed face down with zipper teeth on seam line.	( )	( )	( )
e) Basted.	( )	( )	( )
f) Closed zipper, spread garment flat with zipper face down on seam allowance.	( )	( )	( )
g) Turned garment to outside.	( )	( )	( )
h) Top stitched, pressed, removed seam basting.	( )	( )	( )
2. Lapped Zipper			
a) Basted zipper opening together.	( )	( )	( )
b) Pressed seam open.	( )	( )	( )
c) Opened zipper; placed face down on seam allowance.	( )	( )	( )
d) Placed zipper teeth on seam line.	( )	( )	( )
e) Basted.	( )	( )	( )
f) Closed zipper; turned face up.	( )	( )	( )
g) Smoothed away fabric from zipper.	( )	( )	( )
h) Topstitched through folded seam allowance.	( )	( )	( )
i) Spread garment flat with zipper face down.	( )	( )	( )
j) Turned pull-tab up.	( )	( )	( )
k) Stitched.	( )	( )	( )
l) Pressed.	( )	( )	( )
m) Removed seam basting.	( )	( )	( )

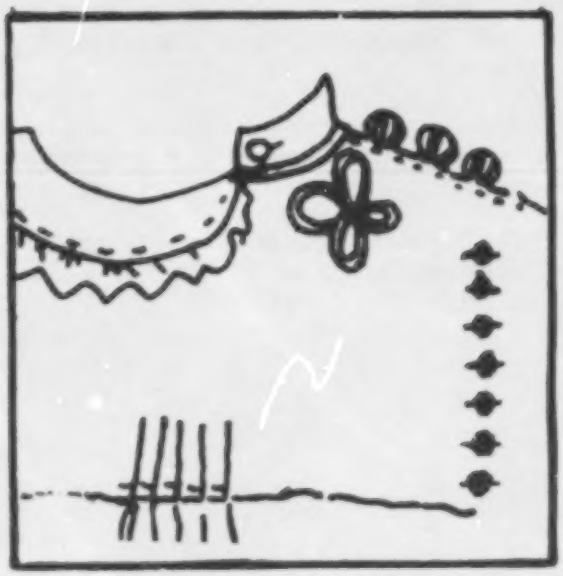
Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
3. Invisible Zipper			
a) Attached invisible zipper foot.	( )	( )	( )
b) Pressed zipper tape.	( )	( )	( )
c) Placed open zipper face down on right side of fabric, coiled along seamline; pinned; stitched.	( )	( )	( )
d) Pinned unstitched side of zipper tape along opposite seamline; stitched.	( )	( )	( )
e) Attached regular presser foot and stitched remaining seam.	( )	( )	( )
f) Stitched zipper tape to each side of seam allowance.	( )	( )	( )
g) Pressed neatly.	( )	( )	( )
h) Looked like a seam; only the tab showed.	( )	( )	( )

CLOTHING AND TEXTILES

DECORATING CLOTHING



INTRODUCTION

Decorated clothes are lovely to look at, interesting to plan, and fun to create. By decorating clothing a simple garment becomes elaborate and beautiful. In this module, you will learn about several ways to decorate clothing.

Before you start to work on this module be sure that you have completed Module CT-28 RUFFLES AND TRIM.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to use appropriate design principles and sewing techniques to plan and apply decorations to a garment.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, DECORATING CLOTHING.

LEARNING ACTIVITIES

1. READ about decorating garments in a reference provided by your instructor,

   and/or _____.

2. VISIT a clothing store and MAKE a list of all the types of decoration used on clothing,

   and/or _____.

3. VIEW other teaching materials such as crafts books, pamphlets, or filmstrips on the decoration you want to learn,

   and/or _____.

4. PRACTICE the decorative technique and APPLY it to your garment,

   and/or _____.

5. COMPLETE Student Self-Check, DECORATING CLOTHING, p. 2.

6. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

DECORATING CLOTHING

Directions: On a separate sheet of paper, write short answers to the following questions. Check your answers with those provided on p. 3.

1. List five decorations for a blouse or shirt.

2. Why should all the thread or yarn for a project be bought at the same time?

3. List three reasons for adding decoration to clothing.

Student SElf-Check

ANSWERS
DECORATING CLOTHING

1. (In any order and others may be listed)
   Special buttons
   Decorative machine stitches
   Trims
   Embroidery
   Iron on transfers

2. This allows the decoration to be completed with the same colors and dye lot.

3. (In any order and others may be listed)
   Beauty
   To recycle an old garment
   Because decorating is fun

Evaluator's Final Checklist

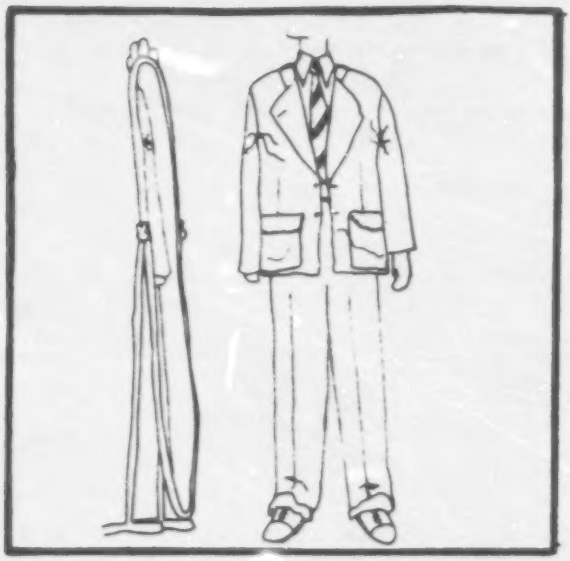
DECORATING CLOTHING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When decorating clothing, the student:			
A. Chose decoration appropriate for the garment.	( )	( )	( )
B. Marked the position of the decoration.	( )	( )	( )
C. Followed directions for applying the decoration.	( )	( )	( )
D. Completed the decorative procedure.	( )	( )	( )
E. Pressed the garment.	( )	( )	( )
F. Secured the decoration so that it is sturdy.	( )	( )	( )
G. Completed the procedures so that the decoration is neat and attractive.	( )	( )	( )

CLOTHING AND TEXTILES

FITTING ALTERATIONS



INTRODUCTION

A major factor in the acceptability of altered garments is the fit. Your knowledge of pattern alteration will help you to fit garments to individuals. In this module you will learn to make the fitting changes necessary in clothing alterations.

Before you start to work on this module, be sure you have completed Module CT-14 FITTING GARMENT.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to identify alterations needed for good fit and use acceptable techniques to alter a garment to fit the wearer.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, FITTING ALTERATIONS.

LEARNING ACTIVITIES

1. READ and STUDY about clothing alterations in a reference provided by your instructor,

   and/or _____.

2. OBSERVE as your instructor demonstrates fitting alterations for garments,

   and/or _____.

3. COLLECT all equipment needed for fitting the garment,

   and/or _____.

4. OBSERVE an individual in the garment to be altered,

   and/or _____.

5. DETERMINE and DISCUSS the alterations that need to be made,

   and/or _____.

6. FIT the garment using pins and chalk to the satisfaction of the individual,

   and/or _____.

7. COMPLETE Student Self-Check, FITTING ALTERATIONS, p. 2.

8. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

FITTING ALTERATIONS

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers against those provided on p. 3.

1. List the six fitters tools.

2. List the twelve steps in fitting a blouse or shirt.

Student Self-Check

ANSWERS
FITTING ALTERATIONS

1. Pins
   Tape
   Hem gauge
   Pencil and writing pad
   Appointment book
   Hem marker or yard stick

2. Try on garment
   Adjust garment to body
   Take measurement if necessary
   Begin pinning
   Check neckline
   Check shoulder seam
   Check armhole seam
   Check sleeve length
   Check cuff fit
   Check darts if necessary
   Check fit through chest
   Check waist length

Evaluator's Final Checklist

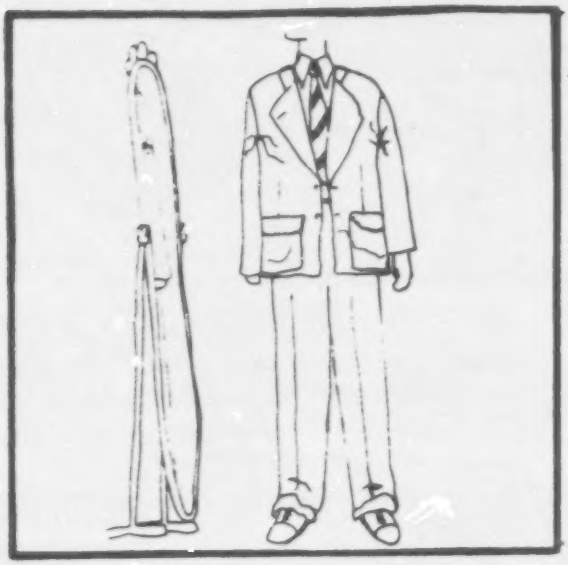
FITTING ALTERATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When making fitting alterations the student:			
A. Collected all equipment prior to fitting.	( )	( )	( )
B. Observed the garment on the individual.	( )	( )	( )
C. Determined where changes needed to be made.	( )	( )	( )
D. Marked the changes with pins or chalk.	( )	( )	( )
E. Made the needed alteration(s).	( )	( )	( )

CLOTHING AND TEXTILES

HEMMING ALTERATIONS



INTRODUCTION

The most common alteration needed on garments is shortening and lengthening hemlines. This is the easiest alteration to make on a ready-made garment. In this module, you will learn to alter hemlines by shortening, lengthening, and cuffing.

Before you start to work on this module, be sure you have completed Module CT-32 HEMMING.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to apply proper techniques to alter the hemline of a garment by lengthening, shortening or adding cuffs.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, HEMMING ALTERATIONS.

LEARNING ACTIVITIES

1. READ and STUDY about altering hemlines in a reference provided by your instructor,

   and/or _____.

2. OBSERVE as your instructor demonstrates shortening and lengthening hemlines,

   and/or _____.

3. PRACTICE shortening a hemline on a garment,

   and/or _____.

4. PRACTICE lengthening a hemline on a garment,

   and/or _____.

5. COMPLETE Student Self-Check, SHORTENING AND LENGTHENING HEMLINES, p. 2.

6. READ and DISCUSS making cuffs in a reference provided by your instructor,

   and/or _____.

7. OBSERVE as your instructor demonstrates adding cuffs on a garment,

   and/or _____.

8. PRACTICE adding cuffs on a pair of pants or fabric sample,

   and/or

   _____.

9. COMPLETE Student Self-Check, ADDING CUFFS, p. 3.

10. WORK with your instructor to plan and carry out a related FHA/HERO activity,

    and/or _____.

11. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

SHORTENING OR LENGTHENING HEMLINES

Directions: On a separate sheet of paper, number from 1-11. The steps for shortening or lengthening hemlines are listed below. After reading through the steps, write the letters of the steps in the sequence that you would perform them. Check your answers against those provided on p. 4.

A. Any excess fabric is trimmed from the hem depth or a facing is added to create the proper hem depth.

B. Any fullness is removed from the hemming edge.

C. The new hemline is turned up and pinned along the pin markings that may have been replaced with chalk markings.

D. The hem is pinned in place and the appropriate hemming stitch is applied.

E. The person tries on the garment that has had the original hem removed for a new hemline marking.

F. The hemline is basted along the fold and the pins are removed as the basting is stitched.

G. The newly determined hemline is marked with pins around the garment using a hem gauge or cardboard gauge as the guide.

H. The crease line from the original hem is removed.

I. The edge of the hem is finished with an appropriate finish.

J. The completed hem is pressed according to the fabric type.

K. The appropriate hem depth is measured from the basted hemline.

Student Self-Check

ADDING CUFFS

Directions: On a separate sheet of paper, number from 1-9. Write the word(s) that best complete the following sentences. Check your answers against those provided on p. 4.

1. The _____ of the cuff varies according to the current style and the width of the trouser flair at the bottom.

2. The first measurement is made from the _____ down to the desired length.

3. The second measurement is made from the desired length mark to the desired _____ of the cuff.

4. The pants should be ___ in. (___cm) longer in the back.

5. The third measurement is made by _____ the cuff measurement.

6. The fourth measurement is _____ inches (___cm) down from the third measuring line. Trim away _____ fabric below this line.

7. Fold along the _____ measurement and stitch top hem.

8. Fold cuff to the _____ along hemline.

9. Tack cuff in place at the _____ seams.

Student Self-Check

ANSWERS
SHORTENING OR LENGTHENING
HEMLINES

1. E
2. G
3. C
4. F
5. K
6. A
7. H
8. B
9. I
10. D
11. J

Student Self-Check

ANSWERS
ADDING CUFFS

1. Width
2. Waistband seam
3. Width
4. ½, 1.3
5. Repeating
6. 1½, 3.8
7. Cuff width
8. Outside
9. Side

Evaluator's Final Checklist

HEMMING ALTERATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When shortening a hemline, the student:			
1. Removed stitches, released hem.	( )	( )	( )
2. Pressed existing foldline from hem.	( )	( )	( )
3. Marked new foldline.	( )	( )	( )
4. Marked amount to be cut from hem.	( )	( )	( )
5. Trimmed along markings established in Step 4.	( )	( )	( )
6. Finished edge of hem.	( )	( )	( )
7. Turned hem up on foldline, matched seam.	( )	( )	( )
8. Hemmed garment.	( )	( )	( )
9. Pressed altered areas.	( )	( )	( )
and/or			
B. When lengthening a hemline, the student:			
1. Removed stitches, released hem.	( )	( )	( )
2. Pressed and determined if original foldline could be removed.	( )	( )	( )
3. Marked new foldline.	( )	( )	( )
4. Faced hem.	( )	( )	( )
5. Turned hem up on new foldline, matched seams.	( )	( )	( )
6. Hemmed garment.	( )	( )	( )
7. Pressed altered area.	( )	( )	( )

Evaluator's Final Checklist

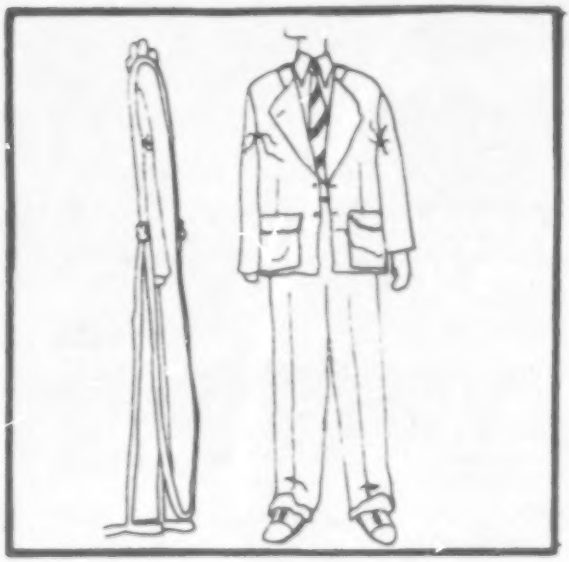
HEMMING ALTERATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
and/or			
C. When adding cuffs to pants, the student			
1. Measured from waistband seam down to desired length and marked.	( )	( )	( )
2. Measured from marked line the desired width of cuff.	( )	( )	( )
3. Drew a diagonal line across the pant leg on both sides at this point. Pant will be ½" longer in back.	( )	( )	( )
4. Marked a third line the same distance from the diagonal line as the diagonal line was from the first marked line.	( )	( )	( )
5. Measured 1½" (3.8 cm) down from this line for straight leg pants, 2" (5 cm) for flares.	( )	( )	( )
6. Trimmed away any excess fabric.	( )	( )	( )
7. Folded fabric under.	( )	( )	( )
8. Stitched at top of hem with catch stitch or machine blind stitch.	( )	( )	( )
9. Folded cuff to outside.	( )	( )	( )
10. Pressed.	( )	( )	( )
11. Tacked cuff in place at side seams.	( )	( )	( )

CLOTHING AND TEXTILES

SEAM ALTERATIONS



INTRODUCTION

Many people need to make changes in their clothes by adapting them to their own measurements. Seam alterations are used to improve the fit of the garment. Alterations of seams also provide longer wear to garments by changing old styles to fit current trends. Small changes in the design of the garment can create a "planned just for you" look to your clothing. In this module you will learn to alter seams.

Before you start work on this module, be sure you have completed Module CT-36 FITTING ALTERATIONS, Module CT-14 FITTING A GARMENT, and Module CT-18 SEAMS.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to use appropriate techniques to alter seams of a garment.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SEAM ALTERATIONS.

LEARNING ACTIVITIES

1. READ about making seam alterations in a reference provided by your instructor,

   and/or _____.

2. OBSERVE as your instructor demonstrates how to determine the seam alterations needed in garment(s),

   and/or _____.

3. MODEL ready-to-wear clothing which does not fit the contours of the body. DETERMINE the alterations needed in the modeled garments,

   and/or _____.

4. OBSERVE as your instructor demonstrates how to: (1) take up seams, (2) let out seams, and (3) taper seams of garments,

   and/or _____.

5. PRACTICE altering seams on garments by: (1) taking up seams, (2) letting out seams, and/or tapering seams,

   and/or _____.

6. COMPLETE Student Self-Check. SEAM ALTERATIONS, p. 2.

7. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

SEAM ALTERATIONS

Directions: On a separate sheet of paper number from 1-11. Answer each phrase with one of the following sets of words:

1. Let out seam
2. Take up seam
3. Taper seam
4. Larger problem

Check your answers against those provided on p. 3.

1. When altering a pair of pants to create an hourglass figure line
2. When altering a pair of pants which are too wide from the hip down
3. When altering baggy pants which are too big from the waist down
4. When altering a jacket that is too broad in the shoulder and collar area
5. When altering cuffed sleeves which are too long
6. When altering a hemmed sleeve which is too wide at the lower sleeve only
7. When altering pants which sag in the seat area
8. When altering pants which are too tight at the waistaband only
9. When altering pants which are too tight from the waist down and have very wide seams
10. When altering pants which are too tight from the waist down and have very narrow seams
11. When altering a blouse with sleeves that pull and look tight at the armhole area

Student Self-Check

ANSWERS
SEAM ALTERATIONS

1. Taper seam
2. Taper seam
3. Take up seam
4. Larger problem
5. Larger problem
6. Taper seam
7. Take up seam
8. Larger problem
9. Let out seam
10. Larger problem
11. Let out seam

Evaluator's Final Check ist

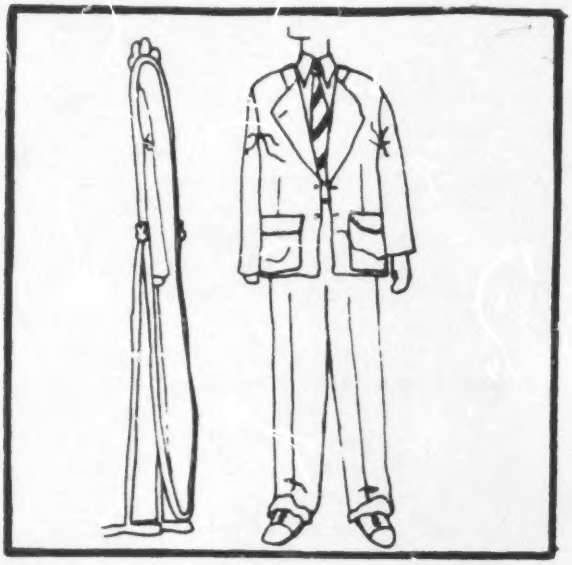
SEAM ALTERATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. In letting out a seam the student:			
1. Determined amount to be let out.	( )	( )	( )
2. Marked position of new seam lines.	( )	( )	( )
3. Stitched new seam lines on the alteration markings.	( )	( )	( )
4. Removed stitches releasing original seams.	( )	( )	( )
5. Pressed altered areas flat and smooth with no visible signs of alterations.	( )	( )	( )
6. Replaced hems or cuffs neatly (if applicable).	( )	( )	( )
B. In taking up a seam the student:			
1. Determined the amount of fullness to be removed.	( )	( )	( )
2. Decreased both sides of garment the same amount.	( )	( )	( )
3. Pressed together seams to be altered.	( )	( )	( )
4. Stitched new seam lines on the alteration markings.	( )	( )	( )
5. Removed original seam stitching.	( )	( )	( )
6. Trimmed the excess seam allowances.	( )	( )	( )
7. Pressed new seam flat and smooth with no visible signs of alterations.	( )	( )	( )
8. Replaced hems or cuffs neatly (if applicable)	( )	( )	( )
C. In tapering a seam the student:			
1. Removed stitches releasing hem or cuff at seamline (if applicable).	( )	( )	( )
2. Marked amount to be tapered.	( )	( )	( )
3. Transferred markings to inside of garment seams.	( )	( )	( )
4. Stitched on markings with a gradual taper.	( )	( )	( )
5. Removed original stitching.	( )	( )	( )
6. Trimmed excess seam allowance.	( )	( )	( )
7. Pressed seams flat and smooth with no visible signs of alterations.	( )	( )	( )
8. Replaced hems and cuffs (if applicable).	( )	( )	( )

CLOTHING AND TEXTILES

SLEEVE ALTERATIONS



INTRODUCTION

Many times a consumer purchases a garment which fits except for the length of the sleeves. Sleeves which are too long or too short are not only unattractive but are often uncomfortable. Even though lengthening or shortening sleeves is a relatively easy alteration, it must be practiced to learn to do it well. In this module you will learn how to lengthen and/or shorten sleeves on a garment that does not have cuffs.

Before you start to work on this module, be sure you have completed CT-32 HEMMING.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to lengthen and/or shorten sleeves of a garment.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SLEEVE ALTERATIONS.

LEARNING ACTIVITIES

1. READ Student Information, STANDARDS OF FIT, p. 2.

   and/or _____.

2. COMPARE the "standard of fit" for a short sleeved and a long sleeved garment. DISCUSS how well your short and long sleeved garments match the characteristics listed for the short and the long sleeves in Student Information.

3. OBSERVE as your instructor demonstrates shortening and lengthening sleeves,

   and/or _____.

4. PRACTICE shortening sleeves on a garment,

   and/or _____.

5. PRACTICE lengthening sleeves on a garment,

   and/or _____.

6. COMPLETE Student Self-Check, SLEEVE LENGTHS, p. 3.

7. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

STANDARDS OF FIT

The length of the sleeves will be controlled somewhat by current trends and by the styles of the garment. Care must be taken to prevent the "cut off in a hurry" look in short sleeves and the "outgrown" or "room to grow" look in long sleeves. Collar styles and fabric weight may also prevent length change in sleeves. Garments with high neck, rolling or standing collars in heavy wools, for example, do not look attractive with short sleeves.

Characteristics of short sleeves

1. Length must be in harmony with the lines in the blouse.
2. Length must be in harmony with the wearer (fat, short arms appear better in longer sleeves).
3. Length ending at the elbow gives an awkward appearance (unless softened by fullness drapery, or other interesting details.)
4. Length should not be half way between elbow and wrist.
5. Length should not be half way between elbow and shoulder.

Characteristics of long sleeves

1. Ease is required at elbow to allow the arm to bend.
2. Darts or gathers which may provide ease are located at the point of the elbow.
3. Length of sleeve comes below wrist bones (at large thumb joint) when arm is not bent.
4. Length of sleeve covers wrist bone when arm is bent.
5. Underarm seamline extends from the center of the armpit to the center of the palm of the hand (with arm extended).

Student Self-Check

SLEEVE LENGTHS

Directions: On a separate sheet of paper, write the numbers of the statements below which are TRUE in relation to sleeve alterations. Check your answers against those provided on p. 4.

1. Fat short arms appear to look better in extra short sleeves.
2. The most attractive length for a short sleeve is half way between the shoulder and the elbow.
3. A correct length for a long sleeve would be just covering the wrist bone when the arm is bent.
4. The length of all sleeves should be in harmony with the style of the garment and the weight of the fabric.
5. Construction lines and decorative features in the garment may help indicate the position for the sleeve length.
6. The underarm seamline on a long sleeve must extend from the center of the armpit to the center of the palm of the hand.
7. Short sleeves ending at the elbow look very attractive.
8. The length of a long sleeve comes below the wristbone when arm is not bent.
9. Darts or gathers which provide ease to bend the arm in a long sleeve are located at the point of the elbow.
10. Alter short sleeves to hit the half way point between the wrist and the elbow or the shoulder and the elbow.

STUDENT SELF-CHECK

ANSWERS
SLEEVE LENGTHS

3, 4, 5, 6, 8, 9

Evaluator's Final Checklist

SLEEVE ALTERATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. In lengthening sleeves the student:			
1. Removed stitches releasing hem.	( )	( )	( )
2. Pressed crease from hem.	( )	( )	( )
3. Marked amount sleeves were to be lengthened.	( )	( )	( )
4. Turned under on marked line an even depth all around.	( )	( )	( )
5. Hemmed using a hemming method appropriate for fabric type and weave.	( )	( )	( )
6. Applied facings to bottom edges of sleeves if extra fabric was needed for length.	( )	( )	( )
7. Pressed the altered areas flat and smooth with no visible signs of alterations.	( )	( )	( )
B. In shortening sleeves the student:			
1. Marked sleeves amount to be shortened.	( )	( )	( )
2. Removed stitches, releasing hem.	( )	( )	( )
3. Turned sleeve hem up on new length marking.	( )	( )	( )
4. Trimmed excess fabric, leaving the hem an even depth all around.	( )	( )	( )
5. Hemmed, using a hemming method appropriate for fabric type and weave.	( )	( )	( )
6. Pressed altered area flat and smooth with no visible signs of alterations.	( )	( )	( )

CLOTHING AND TEXTILES

FACING ALTERATIONS

INTRODUCTION

Facings finish the cut edges of the garment and are most often used at the neckline, front and back openings, armholes, and waistbands. Replacement of facings is often necessary after alterations have been made. In this module you will learn how to copy and apply facings to a garment.

Before you start work on the module be sure to complete Module CT-23, FACINGS AND INTERFACINGS.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to replace the facings on a garment.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, FACING ALTERATIONS.

LEARNING ACTIVITIES

1. EXAMINE a collection of garments which need the facings replaced,

   and/or _____.

2. OBSERVE as your instructor demonstrates removing old facings, and making and applying replacement facings,

   and/or _____.

3. PRACTICE replacing facing(s) on a garment,

   and/or _____.

4. COMPLETE Student Self-Check, ADDING FACINGS, p. 2.

5. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

ADDING FACINGS

Directions: On a separate sheet of paper, number 1-10. Complete each statement with the least word(s). Check your answers against those provided on p. 3.

1. A _____ facing is exactly the shape of the area to be faced.

2. A _____ facing is made from a bias strip which is pressed to the shape of the garment.

3. Shaped facings are sewn together by matching _____.

4. When reapplying a new facing to an old garment, the _____ facing is used as a pattern for the new facing.

5. Alterations made to seams that connect with the facing (must, must not) be made to the new facing for it to fit perfectly.

6. The outside of the facing edge should be _____ for a nice appearance and to prevent raveling.

7. Facings are stitched to the _____ side of a garment.

8. After stitching the facing to the garment, you must _____ the seams, press the seams toward _____ and _____ seam allowances to the facing.

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Student Self-Check

ANSWERS
ADDING FACINGS

1. Shaped
2. Biased
3. Notches
4. Old
5. Must
6. Finished
7. Right
8. Grade, facing, understitch

Evaluator's Final Checklist

FACING ALTERATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When removing old facings the student:			
1. Carefully removed facing from garment.	( )	( )	( )
2. Removed all stitching and ironed.	( )	( )	( )
3. Made paper pattern from the old facing including changes if seams were also altered.	( )	( )	( )
B. When applying new facing, the student:			
1. Staystitched facings on the curved side.	( )	( )	( )
2. Interfaced facings if necessary.	( )	( )	( )
3. Matched notches and markings, pinned and stitched.	( )	( )	( )
4. Understitched facings.	( )	( )	( )
5. Trimmed and graded seam allowances.	( )	( )	( )
6. Pressed open seams.	( )	( )	( )
7. Finished outer edges of the facing.	( )	( )	( )
8. Tucked facing to garment at seams.	( )	( )	( )
9. Pressed altered area.	( )	( )	( )

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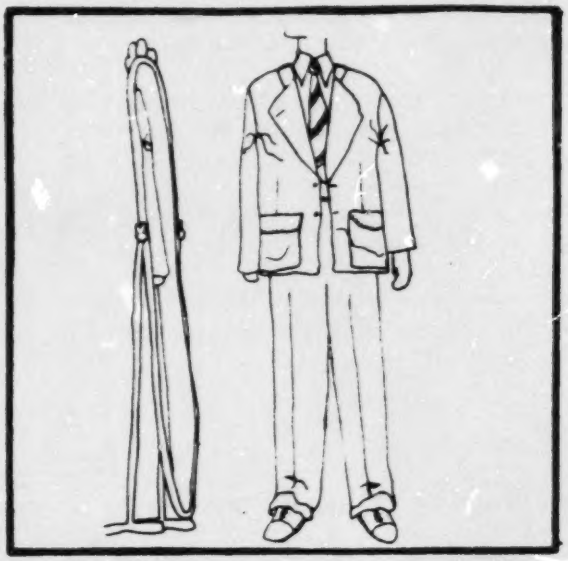
CLOTHING AND TEXTILES

DART ALTERATIONS



INTRODUCTION

To assure that a garment will fit well and be comfortable to wear, it is sometimes necessary to alter the darts by adding or removing fullness or by shortening or lengthening the darts. In this module, you will learn to alter darts.

Before you start to work on this module, be sure you have completed Module CT-16, MAKING DARTS.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make dart alterations to improve the fit of a garment.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, DART ALTERATIONS.

LEARNING ACTIVITIES

1. READ about making decisions to alter garments in a reference provided by your instructor,

   and/or _____.

2. READ and STUDY about bust darts and waistline darts alterations in a reference provided by your instructor,

   and/or _____.

3. OBSERVE as your instructor demonstrates making dart alterations,

   and/or _____.

4. PRACTICE removing, adding, and repositioning bust darts according to the instructions provided by your instructor,

   and/or _____.

5. PRACTICE removing, adding, or repositioning waistline darts according to the instructions provided by your instructor,

   and/or _____.

6. COMPLETE Student Self-Check, DART ALTERATIONS, p. 2.

7. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or _____.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

DART ALTERATIONS

Directions: On a separate sheet of paper, write the numbers of the statements below which are TRUE in relation to dart alterations. Check your answers against those provided on p. 3.

1. Darts can be added, removed, shortened, lengthened, decreased, or increased.

2. Darts are stitched into garments to provide natural curves.

3. Darts should end 1½" (3.8 cm) away from or below the fullest part of the bust.

4. Darts do not have to be tapered to a sharp point.

5. Always press the altered dart.

6. When the underarm bust dart is too high, you should alter it by moving it down.

7. When the underarm bust dart is too long, you should alter it by making it longer.

8. Waistline darts can be easily removed if necessary to obtain a better fit.

9. When the waistline darts are too loose across midriff and lower back, you should alter them by decreasing the front dart and increasing the back dart.

10. When stitching new darts where there were none before, follow the fitters pinnings or markings to determine the length and width of each dart.

Student Self-Check

ANSWERS
DART ALTERATIONS

1, 2, 3, 5, 6, 8, 10

Evaluator's Final Checklist

DART ALTERATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When altering darts, the student:			
A. Determined the type of alteration.	( )	( )	( )
B. Removed stitching from seams.	( )	( )	( )
C. Removed stitching from darts.	( )	( )	( )
D. Pressed dart areas.	( )	( )	( )
E. Transferred dart marking to wrong side of garment.	( )	( )	( )
F. Stitched darts as marked.	( )	( )	( )
G. Pressed darts.	( )	( )	( )
H. Restitched seams.	( )	( )	( )
I. Pressed altered seams.	( )	( )	( )

SUPPLEMENTAL

MODULES

(42-47)

CLOTHING AND TEXTILES

MAKE A SKIRT

INTRODUCTION

The unit method of construction organizes work and reduces time required to make a garment. The fitting of the pattern and garment takes place before cutting and during the construction of the garment. Each individual pattern piece is considered a unit and may be assembled in units of one or more pieces. Small units are assembled into larger units and finally larger units are assembled into the completed garment. Directional machine stitching is emphasized and pressing is a continual process throughout the construction process by the unit method. In this module you will learn to make a skirt.

Before you start to work on this garment be sure you have completed Module CT-12 SELECTION OF COMMERCIAL PATTERNS, Module CT-13 USE OF COMMERCIAL PATTERNS, Module CT-14 FITTING GARMENT, and Module CT-10 MACHINE OPERATION.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make a skirt.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKE A SKIRT.

LEARNING ACTIVITIES

1. READ about skirt construction in a reference provided by your instructor,

   and/or _____.

2. VIEW visual aides made available by your instructor on skirt construction,

   and/or _____.

3. COMPLETE the Student Self-Check, SKIRT CONSTRUCTION, p. 2.

4. READ pattern guide sheet for unit construction of the skirt,

   and/or _____.

5. CONSTRUCT and JOIN skirt units,

   and/or _____.

6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

SKIRT CONSTRUCTION

Directions: Number a separate sheet of paper from 1-15 and arrange the following steps in order of work completion for the unit construction of a skirt.

A. Sew on fasteners on waistband.

B. Finish seams of fabric that frays or ravels.

C. Hem skirt with hand stitching.

D. Stitch skirt seams directionally with regular stitch.

E. Try on for second fitting.

F. Pin and machine baste opening for zipper placket and complete rest of seam with regular stitch.

G. Insert zipper.

H. Try on for first fitting, wrong side out.

I. Parallel-pin-baste skirt together wrong side out. Allow 5/8" seam allowance.

J. Staystitch curved areas.

K. Make waistband.

L. Mark hem of skirt.

M. Sew darts in place.

N. Adjust seams to fit body, first at waistline, then working down over the hip and tapering into the regular seam.

O. Apply waistband to skirt.

Student Self-Check

ANSWERS
MAKE A SKIRT

1. J
2. M
3. I
4. H
5. N
6. D
7. F
8. G
9. E
10. B
11. K
12. O
13. A
14. L
15. C

Evaluator's Final Checklist

MAKE A SKIRT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When making a skirt the student:			
A. General Appearance			
1. Fitted to wearer.	( )	( )	( )
2. Pressed.	( )	( )	( )
B. Construction			
1. Darts/Tucks			
a) Stitched to point toward fullest part of curves being covered.	( )	( )	( )
b) Free of puckers.	( )	( )	( )
c) Fastened securely at ends.	( )	( )	( )
d) Pressed flat in proper direction.	( )	( )	( )
2. Seams			
a) Stitched straight.	( )	( )	( )
b) Even in width.	( )	( )	( )
c) Stitched firmly.	( )	( )	( )
d) Finished appropriately for fabric.	( )	( )	( )
e) Pressed smoothly.	( )	( )	( )
f) Matched in design.	( )	( )	( )
3. Closures			
a) Zipper			
(1) Stitched straight.	( )	( )	( )
(2) Free of puckers.	( )	( )	( )
(3) Covered by material.	( )	( )	( )
(4) Opened and closed with ease.	( )	( )	( )
b) Buttonholes			
(1) Spaced evenly	( )	( )	( )
(2) Suitable in length.	( )	( )	( )
(3) Stitched firmly.	( )	( )	( )
(4) Free of ravels.	( )	( )	( )
c) Buttons			
(1) Spaced evenly.	( )	( )	( )
(2) Attached securely.	( )	( )	( )
(3) Aligned with buttonholes.	( )	( )	( )
d) Others			
(1) Aligned.	( )	( )	( )
(2) Fastened securely to garment.	( )	( )	( )
(3) Inconspicuous on outside. 21i	( )	( )	( )

Evaluator's Final Checklist

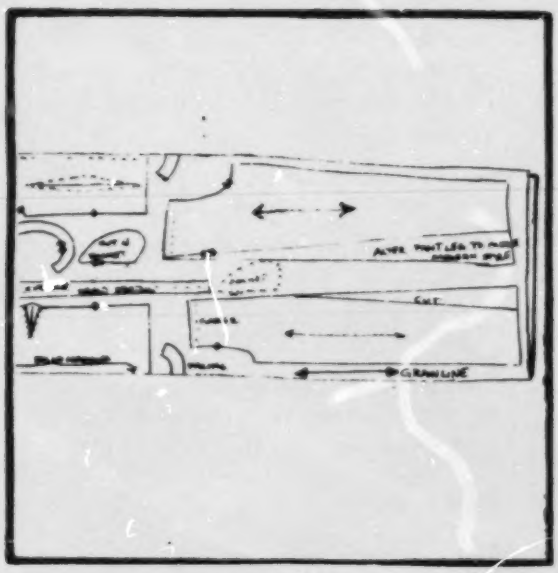
MAKE A SKIRT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. Facings			
a) Understitched evenly.	( )	( )	( )
b) Flat against garment.	( )	( )	( )
c) Free of puckers.	( )	( )	( )
d) Finished at outer edges.	( )	( )	( )
e) Tacked inconspicuously to garment at seams.	( )	( )	( )
5. Hem			
a) Measured level.	( )	( )	( )
b) Measured even in width.	( )	( )	( )
c) Finished at upper edge.	( )	( )	( )
d) Inconspicuous on outside.	( )	( )	( )
e) Free of bulk (flat).	( )	( )	( )
6. Band			
a) Measured even in width.	( )	( )	( )
b) Stitched straight.	( )	( )	( )
c) Grain perfect.	( )	( )	( )

CLOTHING AND TEXTILES

MAKE SLACKS



INTRODUCTION

The unit method of construction organizes work and reduces time required to make a garment. The fitting of the pattern and garment takes place before cutting and during the construction of the garment. Each individual pattern piece is considered a unit and may be assembled in units of one or more pieces. Small units are assembled into larger units and finally larger units are assembled into the completed garment. Directional machine stitching is emphasized and pressing is a continual process throughout the construction process by the unit method. In this module you learn to make slacks.

Before you start to work on this garment be sure you have completed Module CT-12 SELECTION OF COMMERCIAL PATTERNS, Module CT-13 USE OF COMMERCIAL PATTERNS, Module CT-14 FITTING GARMENT, and Module CT-10 MACHINE OPERATION.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module you will be able to make a pair of slacks.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKE SLACKS.

LEARNING ACTIVITIES

1. READ about slack construction from a text provided by your instructor,

   and/or _____.

2. List the four features of a pair of well-fitting slacks.

3. VIEW visual aides made available by your instructor on slack construction.

4. COMPLETE Student Self-Check, SLACK CONSTRUCTION, p. 2.

5. READ pattern guide sheet for unit construction of slacks,

   and/or _____.

6. CONSTRUCT and JOIN slack units,

   and/or _____.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

SLACK CONSTRUCTION

Directions: Number a separate sheet of paper from 1-15 and arrange the following steps in order of completion for the unit construction of slacks.

A. Sew on fasteners on waistband.

B. Finish seams of fabric that fray or ravels.

C. Hem slacks with hand stitching.

D. Stitch slack seams directionally with regular stitch.

E. Try on for second fitting.

F. Pin and machine baste opening for zipper placket and complete rest of seam with regular stitch.

G. Insert zipper.

H. Try on for first fitting, wrong side out.

I. Parallel-pin-baste slacks together wrong side out. Allow 5/8" seam allowance.

J. Staystitch curved areas.

K. Make waistband.

L. Mark hem of slacks.

M. Sew darts in place.

N. Adjust seams to fit body, first at waistline, then working down over the hip and tapering into the regular seam.

O. Apply waistband to slacks.

Student Self-Check

ANSWERS
MAKE SLACKS

1. J
2. M
3. I
4. H
5. N
6. D
7. F
8. G
9. E
10. B
11. K
12. O
13. A
14. L
15. C

Evaluator's Final Checklist

MAKE SLACKS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When making slacks the student:			
A. General Appearance			
1. Fitted to wearer.	( )	( )	( )
2. Pressed.	( )	( )	( )
B. Construction			
1. Darts/Tucks			
a) Stitched to point toward fullest part of curves being covered.	( )	( )	( )
b) Free of puckers.	( )	( )	( )
c) Fastened securely at ends.	( )	( )	( )
d) Pressed flat in proper direction.	( )	( )	( )
2. Seams			
a) Stitched straight.	( )	( )	( )
b) Even in width.	( )	( )	( )
c) Stitched firmly.	( )	( )	( )
d) Finished appropriately for fabric.	( )	( )	( )
e) Pressed smoothly.	( )	( )	( )
f) Matched in design.	( )	( )	( )
3. Closures			
a) Zipper			
(1) Stitched straight.	( )	( )	( )
(2) Free of puckers.	( )	( )	( )
(3) Covered by material.			
b) Buttonholes			
(1) Spaced evenly.	( )	( )	( )
(2) Suitable in length.	( )	( )	( )
(3) Stitched firmly.	( )	( )	( )
(4) Free of ravels.			
c) Buttons			
(1) Spaced evenly.	( )	( )	( )
(2) Attached securely.	( )	( )	( )
(3) Aligned with buttonholes.	( )	( )	( )
d) Others			
(1) Aligned.	( )	( )	( )
(2) Fastened securely to garment.	( )	( )	( )
(3) Inconspicuous on outside.	( )	( )	( )

Evaluator's Final Checklist

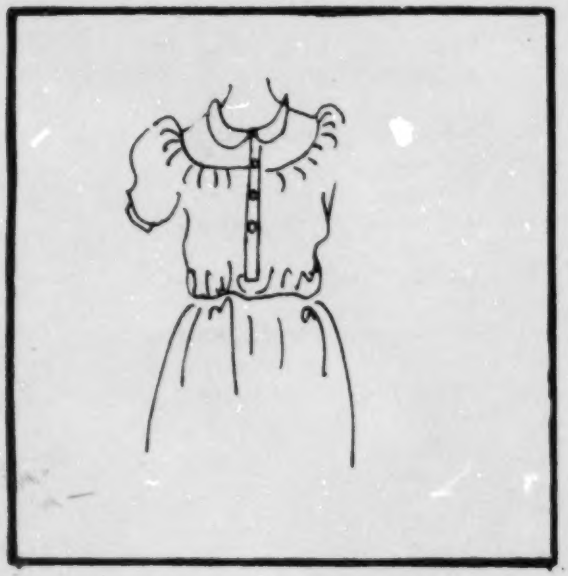
MAKE SLACKS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. Facings			
a) Understitched evenly.	( )	( )	( )
b) Flat against garment.	( )	( )	( )
c) Free of puckers.	( )	( )	( )
d) Finished at outer edges.	( )	( )	( )
e) Tacked inconspicuously to garment at seams.	( )	( )	( )
5. Hem			
a) Measured level.	( )	( )	( )
b) Measured even in width.	( )	( )	( )
c) Finished at upper edge.	( )	( )	( )
d) Inconspicuous on outside.	( )	( )	( )
e) Free of bulk (flat).	( )	( )	( )
6. Band			
a) Measured even in width.	( )	( )	( )
b) Stitched straight.	( )	( )	( )
c) Grain perfect.	( )	( )	( )

CLOTHING AND TEXTILES

MAKE A BLOUSE/SHIRT



INTRODUCTION

The unit method of construction organizes work and reduces time required to make a garment. The fitting of the pattern and garment takes place before cutting and during the construction of the garment. Each individual pattern piece is considered a unit and may be assembled in units and finally larger units are assembled into the completed garment. Directional machine stitching is emphasized and pressing is a continual process throughout the construction process by the unit method. In this module you will learn to make a blouse/shirt.

Before you start to work on this garment be sure you have completed Module CT-12 SELECTION OF COMMERCIAL PATTERNS, Module CT-13 USE OF COMMERCIAL PATTERNS, Module CT-14 FITTING GARMENT, and Module CT-10 MACHINE OPERATION.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to construct a blouse or shirt.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKE A BLOUSE/SHIRT.

LEARNING ACTIVITIES

1. READ about blouse construction in a reference provided by your instructor,

   and/or _____.

2. LIST seven features of a well-fitting blouse.

3. VIEW visual aids made available by your instructor on blouse construction,

   and/or _____.

4. COMPLETE the Student Self-Check, BLOUSE CONSTRUCTION, p. 2.

5. READ pattern guide sheet for unit construction of the blouse,

   and/or _____.

6. CONSTRUCT and JOIN blouse or shirt units,

   and/or _____.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

BLOUSE CONSTRUCTION

Directions: Number a separate sheet of paper from 1-18. Arrange the following steps in order of completion for the unit construction of a blouse.

A. Construct pockets.

B. Construct darts, pleats or gathers.

C. Staystitch curved areas.

D. Insert neckline zipper.

E. Pin and machine baste opening for a neckline zipper placket and complete remainder of seam with regular stitch.

F. Finish seams of fabric that fray or ravel.

G. Construct neck facings and collars and apply to garment.

H. Parallel-pin-baste blouse pieces together. Allow 5/8" seam allowance.

I. Try on for first fitting of blouse wrong or right side out.

J. Stitch seams directionally with regular stitch (shoulder and side).

K. Construct sleeves and/or sleeve facings.

L. Apply sleeve or sleeve facings to blouse.

M. Sew on fasteners, buttonholes, and/or buttons.

N. Hem or finish bottom edge of blouse.

O. Try on for second fitting.

P. Handstitch where applicable.

Q. Adjust seams to fit body.

R. Apply pockets to blouse.

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Student Self-Check

ANSWERS
MAKE A BLOUSE/SHIRT

1. C
2. B
3. H
4. I
5. Q
6. J
7. A
8. R
9. E
10. D
11. F
12. G
13. 0
14. K
15. L
16. M
17. N
18. P

Evaluator's Final Checklist

MAKE A BLOUSE/SHIRT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When making a blouse/shirt the student:			
A. General Appearance			
1. Fitted to wearer.	( )	( )	( )
2. Pressed.	( )	( )	( )
B. Construction			
1. Darts/Tucks			
a) Stitched to point toward fullest part of curves being covered.	( )	( )	( )
b) Free of puckers.	( )	( )	( )
c) Fastened securely at ends.	( )	( )	( )
d) Pressed flat in proper direction.	( )	( )	( )
2. Seams			
a) Stitched straight.	( )	( )	( )
b) Even in width.	( )	( )	( )
c) Stitched firmly.	( )	( )	( )
d) Finished appropriately for fabric.	( )	( )	( )
e) Pressed smoothly.	( )	( )	( )
f) Matched in design.	( )	( )	( )
3. Closures			
a) Zipper			
(1) Stitched straight.	( )	( )	( )
(2) Free of puckers.	( )	( )	( )
(3) Covered by material.			
b) Buttonholes			
(1) Spaced evenly.	( )	( )	( )
(2) Suitable in length.	( )	( )	( )
(3) Stitched firmly.	( )	( )	( )
(4) Free of ravels.			
c) Buttons			
(1) Spaced evenly.	( )	( )	( )
(2) Attached securely.	( )	( )	( )
(3) Aligned with buttonholes.	( )	( )	( )

Evaluator's Final Checklist

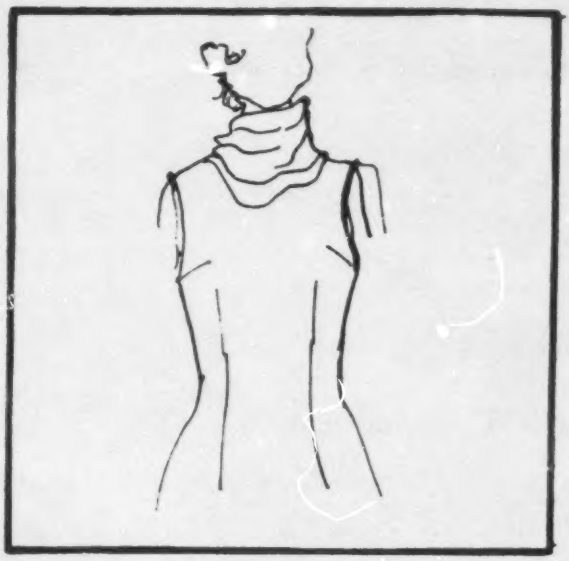
MAKE A BLOUSE/SHIRT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
d) Others			
(1) Aligned.	( )	( )	( )
(2) Fastened securely to garment.	( )	( )	( )
(3) Inconspicuous on outside.	( )	( )	( )
4. Collar/Cuffs			
a) Understitched evenly.	( )	( )	( )
b) Uniform in shape.	( )	( )	( )
c) Identical in shape to pattern.	( )	( )	( )
d) Wrinkle-free.	( )	( )	( )
e) Free of bulk.	( )	( )	( )
f) Flat against garment.	( )	( )	( )
g) Centered on neckline.	( )	( )	( )
5. Facings			
a) Understitched evenly.	( )	( )	( )
b) Flat against garment.	( )	( )	( )
c) Free of puckers	( )	( )	( )
d) Finished at outer edges.	( )	( )	( )
e) Tacked inconspicuously to garment at seams.	( )	( )	( )
6. Sleeves			
a) Smooth at cap.	( )	( )	( )
b) Evenly gathered at cap.	( )	( )	( )
c) Grain perfect.	( )	( )	( )
7. Hem			
a) Measured level.	( )	( )	( )
b) Measured even in width.	( )	( )	( )
c) Finished at upper edge.	( )	( )	( )
d) Inconspicuous on outside.	( )	( )	( )
e) Free of bulk (flat).	( )	( )	( )

CLOTHING AND TEXTILES

MAKE A DRESS



INTRODUCTION

The unit method of construction organizes work and reduces time required to make a garment. The fitting of the pattern and garment takes place before cutting and during the construction of the garment. Each individual pattern piece is considered a unit and may be assembled in units of one or more pieces. Small units are assembled into larger units and finally larger units are assembled into the completed garment. Directional machine stitching is emphasized and pressing is a continual process throughout the construction process by the unit method. In this module you will learn to make a dress.

Before you start to work on this garment be sure you have completed Module CT-12 SELECTION OF COMMERCIAL PATTERNS, Module CT-13 USE OF COMMERCIAL PATTERNS, Module CT-14 FITTING GARMENT, and Module CT-10 MACHINE OPERATIONS.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make a dress.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKE A DRESS.

LEARNING ACTIVITIES

1. READ about dress construction in a reference provided by your instructor,

   and/or _____.

2. VIEW visual aides made available by your instructor on dress construction,

   and/or _____.

3. COMPLETE Student Self-Check, DRESS CONSTRUCTION, p. 2.

4. READ pattern guide sheet for unit construction of the dress,

   and/or _____.

5. CONSTRUCT and JOIN dress units,

   and/or _____.

6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

DRESS CONSTRUCTION

Directions: Number a separate sheet of paper from 1-18 and arrange the following steps in order of completion for the unit construction of a dress.

A. Construct pockets

B. Construct darts, pleats or gathers.

C. Staystitch curved areas.

D. Insert neckline zipper.

E. Pin and machine baste opening for a neckline zipper placket and complete rest of seam with regular stitch.

F. Construct neck facings and collars and apply to garment.

G. Parallel-pin-baste dress pieces together. Allow 5/8" seam allowance.

H. Try on for first fitting of dress wrong side out.

I. Stitch seams directionally with regular stitch (shoulder and side).

J. Construct sleeves and/or sleeve facings.

K. Apply sleeve or sleeve facings to dress.

L. Sew on fasteners, buttonholes, and/or buttons.

M. Hem or finish bottom edge of dress.

N. Try on for second fitting.

O. Handstitch where applicable.

P. Adjust seams to fit body.

Q. Apply pockets to dress.

R. Third fitting, mark hem.

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Student Self-Check

MAKE A DRESS

1. C
2. B
3. A
4. Q
5. G
6. H
7. P
8. I
9. F
10. E
11. D
12. O
13. J
14. K
15. L
16. O
17. R
18. M

Evaluator's Final Checklist

MAKE A DRESS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When making a dress the student:			
A. General Appearance			
1. Fitted to wearer.	( )	( )	( )
2. Pressed.	( )	( )	( )
B. Construction			
1. Darts/Tucks			
a) Stitched to point toward fullest part of curves being covered.	( )	( )	( )
b) Free of puckers.	( )	( )	( )
c) Fastened securely at ends.	( )	( )	( )
d) Pressed flat in proper direction.	( )	( )	( )
2. Seams			
a) Stitched straight.	( )	( )	( )
b) Even in width.	( )	( )	( )
c) Stitched firmly.	( )	( )	( )
d) Finished appropriately for fabric.	( )	( )	( )
e) Pressed smoothly.	( )	( )	( )
f) Matched in design.	( )	( )	( )
3. Closures			
a) Zipper			
(1) Stitched straight.	( )	( )	( )
(2) Free of puckers.	( )	( )	( )
(3) Covered by material.	( )	( )	( )
(4) Opened and closed with ease.			
b) Buttonholes			
(1) Spaced evenly.	( )	( )	( )
(2) Suitable in length.	( )	( )	( )
(3) Stitched firmly.	( )	( )	( )
(4) Free of ravels.			
c) Buttons			
(1) Spaced evenly.	( )	( )	( )
(2) Attached securely.	( )	( )	( )
(3) Aligned with buttonholes.	( )	( )	( )
d) Others			
(1) Aligned	( )	( )	( )
(2) Fastened securely to garment.	( )	( )	( )
(3) Inconspicuous on outside.	( )	( )	( )

Evaluator's Final Checklist
MAKE A DRESS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. Collars/Cuffs			
a) Understitched evenly.	( )	( )	( )
b) Uniform in shape.	( )	( )	( )
c) Identical in shape to pattern.	( )	( )	( )
d) Wrinkle-free.	( )	( )	( )
e) Free of bulk.	( )	( )	( )
f) Flat against garment.	( )	( )	( )
g) Centered on neckline.	( )	( )	( )
5. Facings			
a) Understitched evenly.	( )	( )	( )
b) Flat against garment.	( )	( )	( )
c) Free of puckers.	( )	( )	( )
d) Finished at outer edges.	( )	( )	( )
e) Tacked inconspicuously to garment at seams.	( )	( )	( )
6. Sleeves			
a) Smooth at cap.	( )	( )	( )
b) Evenly gathered at cap.	( )	( )	( )
c) Grain perfect.	( )	( )	( )
7. Hem			
a) Measured level.	( )	( )	( )
b) Measured even in width.	( )	( )	( )
c) Finished at upper edge.	( )	( )	( )
d) Inconspicuous on outside.	( )	( )	( )
e) Free of bulk (flat).	( )	( )	( )
8. Band			
a) Measured even in width.	( )	( )	( )
b) Stitched straight.	( )	( )	( )
c) Grain perfect.	( )	( )	( )
9. Waist-skirt joining			
a) Matched at back, front and side seams.	( )	( )	( )
b) Matched in design.	( )	( )	( )
c) Pressed in correct direction.	( )	( )	( )

CLOTHING AND TEXTILES

MAKE A JUMPSUIT

Before you start to work on this garment be sure you have completed Module CT-12 SELECTION OF COMMERCIAL PATTERNS, Module CT-13 USE OF COMMERCIAL PATTERNS, Module CT-14 FITTING GARMENT, and Module CT-10 MACHINE OPERATION.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make a jumpsuit.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKE A JUMPSUIT.

LEARNING ACTIVITIES

1. READ about jumpsuit construction from a text provided by your instructor,

   and/or _____.

2. VIEW visual aides made available by your instructor on slack construction,

   and/or _____.

INTRODUCTION

The unit method of construction organizes work and reduces time required to make a garment. The fitting of the pattern and garment takes place before cutting and during the construction of the garment. Each individual pattern piece is considered a unit and may be assembled in units of one or more pieces. Small units are assembled into larger units and finally larger units are assembled into the completed garment. Directional machine stitching is emphasized and pressing is a continual process throughout the construction process by the unit method. In this module you will learn to make a jumpsuit.

3. COMPLETE Student Self-Check, JUMPSUIT CONSTRUCTION, p. 2,

   and/or _____.

4. READ pattern guide sheet for unit construction of jumpsuit.

5. CONSTRUCT and JOIN jumpsuit units,

   and/or _____.

6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

JUMPSUIT CONSTRUCTION

Directions: Number a separate sheet of paper from 1-19 and arrange the following steps in order of completion for the unit construction of a jumpsuit.

A. Construct pockets.

B. Construct darts, pleats or gathers.

C. Staystitch curved areas.

D. Insert neckline zipper.

E. Pin and machine baste opening for a neckline zipper placket and complete remainder of seam with regular stitch.

F. Finish seams of fabric that frays or ravels.

G. Construct neck facings and collars and apply to garment.

H. Parallel-pin-baste jumpsuit pieces together. Allow 5/8" seam allowance.

I. Try on for first fitting of jumpsuit wrong or right side out.

J. Stitch seams directionally with regular stitch (shoulder and side).

K. Construct sleeves and/or sleeve facings.

L. Apply sleeve or sleeve facings to jumpsuit.

M. Sew on fasteners, buttonholes, and/or buttons.

N. Hem or finish bottom edge of jumpsuit.

O. Try on for second fitting.

P. Handstitch where applicable.

Q. Adjust seams to fit body.

R. Apply pockets to jumpsuit.

S. Third fitting -- mark hem.

Student Self-Check

ANSWERS
MAKE A JUMPSUIT

1. C
2. B
3. A
4. R
5. H
6. I
7. Q
8. J
9. E
10. D
11. O
12. F
13. G
14. K
15. L
16. M
17. S
18. N
19. P

Evaluator's Final Checklist

MAKE A JUMPSUIT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When making a jumpsuit the student:			
A. General Appearance			
1. Fitted to wearer.	( )	( )	( )
2. Pressed.	( )	( )	( )
B. Construction			
1. Darts/Tucks			
a) Stitched to point toward fullest part of curves being covered.	( )	( )	( )
b) Free of puckers.	( )	( )	( )
c) Fastened securely at ends.	( )	( )	( )
d) Pressed flat in proper direction.	( )	( )	( )
2. Seams			
a) Stitched straight.	( )	( )	( )
b) Even in width.	( )	( )	( )
c) Stitched firmly.	( )	( )	( )
d) Finished appropriately for fabric.	( )	( )	( )
e) Pressed smoothly.	( )	( )	( )
f) Matched in design.	( )	( )	( )
3. Closures			
a) Zipper			
(1) Stitched straight.	( )	( )	( )
(2) Free of puckers.	( )	( )	( )
(3) Covered by material.			
b) Buttonholes			
(1) Spaced evenly.	( )	( )	( )
(2) Suitable in length.	( )	( )	( )
(3) Stitched firmly.	( )	( )	( )
(4) Free of ravels.			
c) Buttons			
(1) Spaced evenly.	( )	( )	( )
(2) Attached securely.	( )	( )	( )
(3) Aligned with buttonholes.	( )	( )	( )

Evaluator's Final Checklist

MAKE A JUMPSUIT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
d) Others			
(1) Aligned.	( )	( )	( )
(2) Fastened securely to garment.	( )	( )	( )
(3) Inconspicuous on outside.	( )	( )	( )
4. Collar/Cuffs			
a) Understitched evenly.	( )	( )	( )
b) Uniform in shape.	( )	( )	( )
c) Identical in shape to pattern.	( )	( )	( )
d) Wrinkle-free.	( )	( )	( )
e) Free of bulk.	( )	( )	( )
f) Flat against garment.	( )	( )	( )
g) Centered on neckline.	( )	( )	( )
5. Facings			
a) Understitched evenly.	( )	( )	( )
b) Flat against garment.	( )	( )	( )
c) Free of puckers.	( )	( )	( )
d) Finished at outer edges.	( )	( )	( )
e) Tacked inconspicuously to garment at seams.	( )	( )	( )
6. Sleeves			
a) Smooth at cap.	( )	( )	( )
b) Evenly gathered at cap.	( )	( )	( )
c) Grain perfect.	( )	( )	( )
7. Hem			
a) Measured level.	( )	( )	( )
b) Measured even in width.	( )	( )	( )
c) Finished at upper edge.	( )	( )	( )
d) Inconspicuous on outside.	( )	( )	( )
e) Free of bulk (flat).	( )	( )	( )
8. Band			
a) Measured even in width.	( )	( )	( )
b) Stitched straight.	( )	( )	( )
c) Grain perfect.	( )	( )	( )
9. Waist-skirt joining			
a) Matched at back, front and side seams.	( )	( )	( )
b) Matched in design.	( )	( )	( )
c) Pressed in correct direction.	( )	( )	( )

CLOTHING AND TEXTILES

MAKE A JACKET/COAT

Before you start to work on this garment be sure you have completed Module CT-12 SELECTION OF COMMERCIAL PATTERNS, Module CT-13 USE OF COMMERCIAL PATTERNS, Module CT-14 FITTING GARMENT, and Module CT-10 MACHINE OPERATION.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make an unlined jacket/coat.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKE A JACKET/COAT.

LEARNING ACTIVITIES

1. READ about jacket/coat construction from a text provided by your instructor,

   and/or _____.

2. VIEW visual aides made available by your instructor on jacket/coat construction,

   and/or _____.

INTRODUCTION

The unit method of construction organizes work and reduces time required to make a garment. The fitting of the pattern and garment takes place before cutting and during the construction of the garment. Each individual pattern piece is considered a unit and may be assembled in units of one or more pieces. Small units are assembled into larger units and finally larger units are assembled into the completed garment. Directional machine stitching is emphasized and pressing is a continual process throughout the construction process by the unit method. In this module you will learn to make a jacket/coat.

3. COMPLETE Student Self-Check, UNLINED JACKET WITH PATCH POCKETS, p. 2.

4. READ pattern guide sheet for unit construction of jacket/coat,

   and/or _____.

5. CONSTRUCT and JOIN jacket and/or coat units,

   and/or _____.

6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Self-Check

UNLINED JACKET WITH PATCH POCKETS

Directions: Number a separate sheet of paper from 1-25 and arrange the following steps in order of work completion for the unit construction of an unlined jacket with patch pockets.

A. Interface and apply the undercollar.

B. Apply the patch pockets.

C. Try on for final fitting.

D. Apply the neckline facings.

E. Complete finishing details — buttons and topstitching.

F. Finish armhole seams; tack facing edges to seams, hems, and darts.

G. Make the buttonholes.

H. Pad stitch the lapels.

I. Try on for second fitting.

J. Apply the top collar.

K. Stitch the shoulder pads.

L. Complete setting the sleeves.

M. Stitch and press open the shoulder seams.

N. Make and topstitch the patch pockets.

O. Apply the front interfacing.

P. Try on for fourth fitting.

Q. Apply finish to sleeve seam, hem and facing edges -- also to the body and shoulder seams.

R. Apply hem finish and sew hem in place.

S. Make and set the sleeves.

T. Try on for third fitting; pin shoulder pads in place.

U. First fitting.

V. Mark hem.

W. Pad stitch the undercollar.

X. Tape the roll line.

Y. Mark the roll line.

Student Self-Check

MAKE A JACKET/COAT

1. G
2. O
3. N
4. B
5. M
6. A
7. U
8. Y
9. X
10. W
11. H
12. I
13. J
14. D
15. S
16. T
17. L
18. Q
19. V
20. R
21. P
22. K
23. F
24. E
25. C

Evaluator's Final Checklist

MAKE A JACKET/COAT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When making a jacket or coat the student:			
A. General Appearance			
1. Fitted to wearer.	( )	( )	( )
2. Pressed.	( )	( )	( )
B Construction			
1. Darts/Tucks			
a) Stitched to point toward fullest part of curves being covered.	( )	( )	( )
b) Free of puckers.	( )	( )	( )
c) Fastened securely at ends.	( )	( )	( )
d) Pressed flat in proper direction.	( )	( )	( )
2. Seams			
a) Stitched straight.	( )	( )	( )
b) Even in width.	( )	( )	( )
c) Stitched firmly.	( )	( )	( )
d) Finished appropriately for fabric.	( )	( )	( )
e) Pressed smoothly.	( )	( )	( )
f) Matched in design.	( )	( )	( )
3. Closures			
a) Zipper			
(1) Stitched straight.	( )	( )	( )
(2) Free of puckers.	( )	( )	( )
(3) Covered by material.	( )	( )	( )
(4) Opened and closed with ease.	( )	( )	( )
b) Buttonholes			
(1) Spaced evenly.	( )	( )	( )
(2) Suitable in length.	( )	( )	( )
(3) Stitched firmly.	( )	( )	( )
(4) Free of ravels.	( )	( )	( )
c) Buttons			
(1) Spaced evenly.	( )	( )	( )
(2) Attached securely.	( )	( )	( )
(3) Aligned with buttonholes.	( )	( )	( )

Evaluator's Final Checklist
MAKE A JACKET/COAT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
d) Others			
(1) Aligned.	( )	( )	( )
(2) Fastened securely to garment.	( )	( )	( )
(3) Inconspicuous on outside.	( )	( )	( )
4. Collar/Cuffs			
a) Understitched evenly.	( )	( )	( )
b) Uniform in shape.	( )	( )	( )
c) Identical in shape to pattern.	( )	( )	( )
d) Wrinkle-free.	( )	( )	( )
e) Free of bulk.	( )	( )	( )
f) Flat against garment.	( )	( )	( )
g) Centered on neckline.	( )	( )	( )
5. Facings			
a) Understitched evenly.	( )	( )	( )
b) Flat against garment.	( )	( )	( )
c) Free of puckers.	( )	( )	( )
d) Finished at outer edges.	( )	( )	( )
e) Tacked inconspicuously to garment at seams.	( )	( )	( )
6. Sleeves			
a) Smooth at cap.	( )	( )	( )
b) Evenly gathered at cap.	( )	( )	( )
c) Grain perfect.	( )	( )	( )
7. Hem			
a) Measured level.	( )	( )	( )
b) Measured even in width.	( )	( )	( )
c) Finished at upper edge.	( )	( )	( )
d) Inconspicuous on outside.	( )	( )	( )
e) Free of bulk (flat).	( )	( )	( )